ACADEMIC BOARD MEETING

23 SEPTEMBER 2025

PART A AND PART B

Academic Board Meeting, 23 September 2025

23 September 2025 01:00 PM - 03:00 PM

Agenda Topic	**Presenter**	**Page**

Part A

The meeting will start with a Karakia:

Mauri oho (Awaken the spirit)
Mauri tū (Engage the spirit)
Mauri ora ki a tātou (The spirit of life amongst us)
Haumi e, hui e, tāiki e! (Be united in purpose!)

The next meeting will be held at 1:00 pm on Tuesday 4 November 2025 in the Hunter Council Chamber.

WELCOME TO NEW MEMBERS AND FAREWELLS

1.   A welcome to new members and farewell to those leaving.

Welcome to Okan Tan, new professional staff member.

MEMORANDUM

To	Academic Board
From	Professor Robyn Longhurst, Deputy Vice-Chancellor (Academic); Professor Rawinia Higgins, Deputy Vice-Chancellor (Māori and Kaitiakitanga); Dr Logan Bannister, Deputy Vice-Chancellor (Students); and Professor Margaret Hyland, Deputy Vice-Chancellor (Research)
Date	23 September 2025
Subject	Written Reports to the Academic Board for September 2025

Executive Summary

The following report is provided to Academic Board as an update on the portfolios of the Deputy Vice-Chancellor (Academic), Deputy Vice-Chancellor (Māori and Kaitiakitanga), Deputy Vice-Chancellor (Research) and Deputy Vice-Chancellor (Students).

It is requested that the Academic Board:

Receive: the September 2025 reports from the Deputy Vice-Chancellor (Academic), Deputy Vice-Chancellor (Māori and Kaitiakitanga), Deputy Vice-Chancellor (Research) and Deputy Vice-Chancellor (Students).

DVC ACADEMIC PORTFOLIO

The following is provided to Academic Board as an update on the portfolio of the Deputy Vice-Chancellor Academic:

He Kokonga Whare e Kitea

- During the mid-trimester break, 97 academic and professional staff participated in two half-day workshops at Kelburn and Pipitea campuses. Trained facilitators and notetakers guided participants to explore data-driven student success including, celebrating successes and identifying ideas for development and improvement.

- Results of the recent Institutional Readiness Survey were shared at the workshop. The survey framed questions under six pillars of institutional capability. The data shows that as a University community, we are engaged and want to contribute to student success. Other areas of strength relate to how our strategic vision and leadership support student success, how we work with data and evidence, and develop and lead change. In each of these areas, there are opportunities for us to develop and improve. This is especially true in the areas where staff feel we are less ready: measuring impact and facilitating delivery. Over 440 staff took part in the survey and the results are available on the intranet.

- Data from the survey and workshop is being analysed to identify key areas of priority for the University to focus on. 4–5 individual workstreams will be formed, to be led by individual champions. These will be communicated in due course, including on the He Kokonga intranet pages, with there being opportunities for staff to be involved.

- Project Lead Professor Karen Smith has visited the University of Canterbury to further align the work of the two He Kokonga partners. The overseas coaches continue to support the project, ensuring the analysis and identified workstreams are informed by international practice as well as local context.

Centre for Academic Development

- Eighteen more people have received fellowships through Te Arawai Ako in the latest assessment round: six Associate Fellows, seven Fellows, and five Senior Fellows, bringing the total number with fellowships to 91.

- CAD has gained approval from the other universities to revise the Postgraduate Certificate in Higher Education and should gain formal CUAP approval at the next meeting. We are actively working to prepare for the first offerings of the new 5-point courses in T1 2026.

- Consultation on the CAD AI guidelines for learning and teaching is underway, and we are working to deliver a first draft for the university shortly. The consultation document is available here: https://vuw.sharepoint.com/:w:/s/virtualcsuteaching/EUyALRYGkRpHrH1UeOEKCcEBQ6HpCxyf-yL4qS8o7cVzIw

Quality and Policy

- The Artificial Intelligence Survey is open until the end of the month for teaching staff to take. All teaching staff members of Academic Board are encouraged to complete this survey to help build a picture of their experiences with Artificial Intelligence. You can access the survey via the Learning, teaching, and artificial intelligence page on the intranet – or just type "2025 AI Staff survey" into the search function on the intranet.
- The two-year update report for the AQA audit has been prepared. This report has been considered by Te Hiwa and the Audit and Risk Committee of Council. We're due to meet with the Transitional Academic Audit Committee next month. This meeting is hopefully to be followed by our report being approved by the Board of the Transitional Academic Audit Committee, which will formally complete our involvement in the Cycle-6 Audit process. The final shape of the Cycle 7 audit process has not been decided.

Course Administration and Timetabling

- Exam timetable was published on Wednesday, 10 September.
- 2026 Academic Timetable changes are being actioned. The timetable will be published on Wednesday,17 September.
- Several post-graduate qualifications are being set up in Banner.

Curriculum Quality

- Rolling over of 2026 courses ready for the opening of the Online Enrolment System is progressing well.
- Important Dates for 2026 is now on the website.
- The curriculum mapping discussion document is ready for staff review, with a call to staff to consider both the information provided and the questions posed. We are asking for feedback by 17 October to the curriculum-mapping@vuw.ac.nz mailbox.
- After the OES goes live, staff should be considering their course outlines for T3.
- Work is continuing preparing Mata for Qualifications and Fields of Study to be livened by the end of the year, ready to transition to Mata for all proposals.
- CUAP Round 3 has been a busy round with 56 proposals across all universities, four of which are ours. Our two programme amendments (to rename Health Informatics (HINF) to Digital Health (DIGH) in the BHlth; redesigning and reoffering the Postgraduate Certificate in Higher Education Learning and Teaching), are signed off. We are corresponding with universities on our two new programme proposals (Master of Space Science and PGDipSpaceSc; Master of Clinical Practice (Midwifery)) and expect sign off by the 26 September deadline. We have signed off most other universities' proposals and remain in correspondence on several.
- CUAP R1, 2026 – a small number of new programme proposals are in development.

Library

- The Council of Australasian University Librarians (CAUL), Universities Australia (UA), and Universities New Zealand – Te Pokai Tara (UNZ) are taking a sector-wide, unified approach to the negotiations with four of the world's largest academic publishers—Elsevier, Springer Nature, Wiley, and Taylor & Francis in relation to new open access (OA) agreements.

CAUL is seeking to pursue a set of next generation OA agreements that prioritise access to research and ensure that expenditure of public funds is transparent and represents maximum community benefit. Our current consortia agreements with these publishers conclude at the end of 2025. The objectives of these negotiations are:

- o Ensuring transparent, fair and equitable value
- o Maximising open access publishing opportunities
- o Exploring new and innovative agreement models
- o Advancing the transition to full OA

We will keep you informed as the negotiations progress. Further information can be found on the CAUL website: https://www.caul.edu.au/services-programs/content-procurement-services/major-negotiations

Work-Integrated Learning (WIL)

- Scoping requirements to build workflows in InPlace for Health, Education and Clinical Psychology are underway. Training for course staff in other areas is also underway in September / October.

- The WIL support operating model project is now in the design phase, having completed 60+ interviews with staff, student groups and a selection of external providers. To inform this design phase, additional consultation with other University WIL units is being undertaken.

- A WIL KPI has been drafted, with this early version being built into Enterprise reporting.

DVC MĀORI AND KAITIAKITANGA PORTFOLIO

The following is provided to Academic Board as an update on the portfolio of the Deputy Vice-Chancellor Māori and Kaitiakitanga:

At the August Academic Board meeting, questions were raised in relation to the revised terms of reference for Toihuarewa. I appreciate the questions received from the members and the opportunity to provide responses are as follows in italics:

- o Asked if Māori professional staff representation could be considered:

  Te Hauhiku is the Māori professional staff collective, and therefore the chair and or/their delegate will be a Māori professional staff representative (Constitution: point 6).

- o The constitution references Associate Deans Māori (ADMs), though not all faculties currently have one. A role description now exists, and the first appointment is underway in FEHP, with other faculties expected to follow.

  Yes, the ADM Role Descriptions have been updated to have a dotted reporting line to my office, and they will have formal representative roles on Toihuarewa.

- o Point 7 in the constitution relates to individuals involved in research or teaching with significant Māori focus, raising a question about whether this applies to non-Māori academics. The interpretation shared was that the clause is inclusive, but clarification from Rawinia is required.

  Yes, the clause is inclusive but is applied at the discretion of the membership of Toihuarewa.

- On 13 September I delivered the keynote address at the New Zealand Society of Translators and Interpreters (NZSTI) Conference held at Rutherford House.

- A number of events were held across the campus for Te Wiki o te Reo Māori, including the Rā Mākete in Ngā Mokopuna on 16 September, a Quiz night and a film night organised by Te Hōhaieti, also in Ngā Mokopuna on 17 September.

- Other recent events hosted at Ngā Mokopuna include:
  - An inter-hall noho marae for Māori and Pasifika students
  - X 3 PhD Vivas
  - Welcome to new staff
  - A Scholarship donor reception
  - PGDipHlthPcyhPrac accreditation
  - Royal Australasian College of Physicians Māori Trainee Wānanga
  - Pōhiri and staff meeting for the Privacy Commissioner
  - Kapa haka noho marae
  - Pōhiri for APSTE (Association of Pasifika Staff in Tertiary Education) Conference
  - Te Paewai o Te Rangi: Māori scholarship experience for 20 prospective students based outside the Wellington region
  - Public Sector Network Research Innovation Council hui
  - Open Day expos, tours, presentations, entertainment
  - Ngāi Tauira hosted an event to meet with the Māori Wards candidates
  - A pōhiri for meteorology students
  - The Distinguished Alumni Awards
  - Year 9 Wainuiomata College student visit (including Gamelan visit)

- On 10 September I hosted a tour of Ngā Mokopuna for Dame Patsy Reddy and Suzie Cameron.

- Sunergise won the Best Grid-Connected PV System category at the recent SEANZ awards, for the Ngā Mokopuna solar panels.
  https://www.revolveenergy.co/news/shaping-the-future-of-energy-best-grid-connected-pv-systems-2025

- The Ngā Mokopuna Project Team has been selected as a finalist for the BBD Best Team Award and the TSA Riley Sustainable Champion Award in the 2025 Property Council New Zealand Wellington Property People Awards.

Kaitiakitanga Portfolio

- Toitūroa—Sustainability Office hosted an event with the Wellington sustainability community on 11 September, to explore Ngā Mokopuna and to provide a networking opportunity for the sustainability community, including our scholarship students. Approximately 70 people signed up to attend the event.

Events delivered

- 18-19th August – Mathswell Competition
- 26 August – Hunter Fellowship Celebration

- 27 August – Alumni event in New Plymouth featuring a talk from Dr Ben Egerton from the School of Education
- 30 August – Tournament of the Minds competition (Regional)
- 4 September – Inaugural Lecture by Professor Ivy Liu from the School of Mathematics and Statistics
- 9 September – Staff Forums – AI in our Workplace
- 11 September – The VicTeach/John Allen Staff/Student Debate
- 11 September – Alumni event in Ho Chi Minh City hosted by Associate Professor Jonathan Newton from the School of Linguistics and Applied Language Studies
- 17 September – Inaugural Lecture by Professor Jenny Ritchie
- 17 September – Alumni event in Brisbane featuring a talk from Dr Sarah Thomasson, Senior Lecturer in Theatre

Upcoming events:
- 25 September – Blues Awards
- 26 September – Welcome for new Assistant Vice-Chancellor Pasifika (support)
- 28 September – Casual alumni event in Boston hosted by local alumni volunteers
- 2 October – Inaugural lecture by Professor Chris Bumby
- 8 October – Alumni event in Hong Kong hosted by Dean of Law, Professor Geoff McLay
- 9 October – Inaugural lecture by Professor Ocean Mercier
- 17 October – Principal's Breakfast hosted by the Vice-Chancellor
- 23 October – Alumni event in New York hosted by the Vice-Chancellor
- 24-26 October – Paparahi 50th Anniversary of the Faculty of Architecture and Design Innovation.
- 27 October – Alumni event in London hosted by the Vice-Chancellor.
- 29 October – Alumni event in Beijing hosted by the DVCMK.

DVC RESEARCH PORTFOLIO

The following is provided to Academic Board as an update on the portfolio of the Deputy Vice-Chancellor Research:

Faculty of Graduate Research

New doctoral registrations stand at 223 for Q1-Q3 2025. This is on a par with the end of Q3 for our best previous year for new doctoral registrations (2021). There is a good chance that, by the end of 2025, we will have surpassed that year's record.

A call has gone out for the first round of projects on the Ministry of Business, Innovation & Employment funded Applied Doctorates Scheme. The theme is *Aotearoa's Path to Energy Innovation*. Proposals require an industry partner and are due in by 27 October 2025. More information is on the Scheme's website: http://www.applieddoctorates.nz.

The Faculty of Graduate Research and Digital Solutions teams are doing the final work on Panoho, the new research candidature management system. The system will be taken live in October, providing improved functionality for candidates and their supervisors, and much improved reporting for heads of school, associate deans, and management.

The Faculty of Graduate Research and Digital Solutions teams are also scoping out new software to handle doctoral admissions, bringing admissions into Kurawai. They are taking this opportunity to review the admissions process with an eye to improving flows.

Research Office: The Endeavour Fund results were announced on 4 September, with both of the two programmes that we had in the second round being funded.

These [projects are:](#)

- Finding, understanding, and mitigating vulnerabilities in domestic and global software supply chains. [Associate Professor Jens Dietrich](#) from the School of Engineering and Computer Science and [Professor Stephen MacDonell](#) from the Centre for Data Science and Artificial Intelligence have been awarded $7,775,000 in a 4-year contract.

- Optimising yeasts for improved flavour in no-alcohol beer and wine. [Associate Professor Simon Hinkley](#) from the Ferrier Research Institute, and [Dr Peter Bircham](#) from the School of Biological Sciences and Garage Project have been awarded $7,803,067 in a 5-year contract.

Ministry of Business, Innovation & Employment funded 19 projects, as well as the two we are leading ($15.6 million over 5 years), we are a partner on another six (an additional $9.7 million in value). More information is in the news item [Endeavour Fund delivers $15 million funding boost for Te Herenga Waka research | News | Te Herenga Waka—Victoria University of Wellington.](#) This is particularly good news for the Ferrier Institute who are currently undergoing a re-shaping of their teams to reduce costs, as previous contracts have ended.

The first of two Ministry of Business, Innovation & Employment-funded, Victoria University of Wellington, Te Herenga Waka-led science delegations to Europe will depart on the 21*st* of September. The delegation is co-lead by Emily Parker (VUW) and Alec Foster (Scion/Bioeconomy Science Institute) and is comprised of 11 scientists – 4 from Victoria University of Wellington, Te Herenga Waka, 1 from University of Auckland, 2 from the University of Canterbury, 3 from the new Bioeconomy Science Institute, and one from an independent research organisation. Over an intensive two-week period, they will visit Edinburgh (University of Edinburgh and Ingenza), Manchester (University of Manchester), London (Innovate UK and Imperial College), Delft (TU Delft), Ghent (BioBase Europe), Brussels (Science/Government event, New Zealand Embassy), and Paris (CEA, CNRS, New Zealand Embassy). The delegation has a biotechnology/synthetic biology focus, aligned to government investment priorities and aims to build new collaborations and connections targeting Horizon Europe funding.

Our ability to attract international students is dependent on our international profile and rankings which in turn depends strongly on our research reputation. Annually our Rankings team seek names of 400 industry or government people who might hire our graduates, and 400 international academics who might vote for us as part of the QS global survey of university reputation. After contacting these people to verify they are willing to do it, we pass the names on to QS who then send them the survey to complete. This process is about to kick off with an email going out to Head of Schools and CSU Directors in the next week to seek these names and we are looking for help to get as many names as possible.

DVC STUDENTS PORTFOLIO

The following is provided to Academic Board as an update on the portfolio of the Deputy Vice-Chancellor Students:

Current Students - Student Operations

Winter Energy Grant Initiative

- 2025 is the third year the Student Finance team have run the Winter Energy Grant initiative in collaboration with the Development office and the Finance Procurement team. This is a very well received initiative that supports many of our students with the cost of power during the cold winter months.
- The grants are funded by the Student Hardship Fund and donations from staff, alumni and University suppliers. The average monthly power bill for a student flat has increased by about 20% since 2023 – this has contributed to a significant increase in applications for 2025.
- 265 applications were submitted in 2023. $48,850 was distributed – supporting a total number of 576 students.
- 437 applications were submitted in 2024. $80,700 was distributed – supporting and a total number of 894 students.
- 940 applications were submitted for 2025. $185,250 was distributed to support a total of 1,620 students.

Scholarships Office

School-leaver Scholarships

- School-leaver scholarship applications closed 1 September with 2576 applications, our most successful year to date. This represents a 6% increase on last year's total of 2430 applications and a 10% increase on 2023 applications.
- The BA and LLB were the most popular indicated study choices for applicants, with increases on last year (from 20% of applicants choosing a BA last year to 28% this year, and 17% of applicants choosing a LLB last year to 24% this year).
- The following is a brief breakdown of applicant categories bearing in mind applicants can apply for more than one category:
  - There were 246 Mana Pasifika applications, contributing to 9.5% of total applications up 36 (17%) on last year and a 30% increase on 2023 application numbers.
  - There were 299 applications for Māori student scholarships which comprised 12% of all applications, an increase of 28 applications on last year.
  - There were 165 applications in the disability category, an increase of 32 (24%) on last year's application numbers and 55 (50%) increase on 2023 application numbers.
  - There were 298 applications in the socio-economic category, an increase of 70 (30%) on last year's application numbers and 82 (38%) on 2023 application numbers.
  - Applications for sustainability and sports scholarships decreased slightly on last year's numbers.

Promoting new Bachelor's with Scholarships

Five students from St Patrick's College (Kilbirnie) have been awarded the Raukaraka Performance and Innovation Scholarship for winning the Strengthening Democracy Project. This programme co- founded by Peter Cullen, aligns well with the 2026 launch of the Bachelor of Politics. The University will be attending a Cullen breakfast award ceremony in October to present certificates, promote the Bachelor of Politics, and strengthen our leadership in the political space.

The 2025/26 Summer Research Scholarship Programme
Project submissions closed 1 September. Thank you to all those who submitted a project. We have ended up with more than 62 projects spread across all faculties (12 more projects than last year). Congratulations to the School of Engineering and Computer Science with 13 projects submitted and the School of Biological Sciences with 7 projects submitted. If you have any questions about the programme, please contact us at summer-research@vuw.ac.nz.

Future Students

Open Day

- Held on Friday 22 August and saw a record 7,147 registrations, up from 5,036 in 2024. The success was driven by an earlier and more targeted marketing approach, including combining promotions of Information Evenings and Open Day, attracting out-of-region attendees, and engaging parents and whanau.
- The theme "experience Wellington as a Uni student" was well received, enhancing brand visibility. A change in scheduling (separating Wellington and Auckland Open Day events by a week) allowed more attendees to stay and explore the city.
- Admission applications surged post-event, with 84 submitted on the following Monday compared to 48 last year (this is about a 20% improvement in applications relative to registrations).

Te Paewai o Te Rangi

- 20 Year 13 Māori students participated in this immersive programme which ran 19 – 23 August at Ngā Mokopuna and halls of residence. They experienced university life and Wellington through a Māori lens, building connections with peers and staff.
- Historically, over 60% of participants enrol at Te Herenga Waka, with 2024–2025 conversion at 85%.
- This year's positive feedback suggests continued strong enrolment and strengthened relationships with schools nationwide for future Māori recruitment.

Languages Day

- A new event hosted by The School of Languages and Cultures and Te Kawa a Maui, this event welcomed 300 Year 12 and 13 students from 12 Wellington secondary schools.
- Students studying Te Reo Māori, Samoan, Chinese, Japanese, French, German, and Spanish engaged in interactive workshops, connected with peers, and learned from current students.
- The event aimed to raise awareness and consideration of language study options at VUW.

The 61st Wellington Regional Science and Technology Fair (aka NIWA Science Fair)

- Coordinated by Sylvia Nichol from NIWA and supported by Future Students and Student Ambassadors, ran over four days and involved over 500 students from 30+ local schools.
- The fair promotes STEAM engagement and inspires future science communities in Aotearoa; VUW contributed prizes, including a scholarship presented by Dean Nicola Nelson.

Biology Day

- Hosted by The School of Biological Sciences, welcomed over 100 Year 12 and 13 students despite numbers being influenced by school strikes running concurrently.
- Organised by Dr Diane Ormsby with support from lecturers and Future Students, students rotated through four workshops covering ecology, marine biology, biomedical science, and microbiology. With 82 feedback forms and 105 Keep in Touch submissions, the event received a 3.6/4 rating. 91% of respondents felt more positive about studying Biology at VUW as a result.

MEMORANDUM

To	Academic Board
From	Te Aka Tauira – VUWSA and Student Justice for Palestine Pōneke
Date	12 September 2025
Subject	Boycott, Divestment, Sanctions Motion regarding Palestine

Executive Summary

This is a motion to endorse and adopt the use of boycott, divestment, and other appropriate non-violent means in response to Israel's human rights violations, breaches of international humanitarian law, and destruction of the education system in Gaza.

Preamble

This motion is brought forward in the interests of fulfilling the Academic Board's role in honouring and promoting the University's purposes, roles and responsibilities as specified in the Education and Training Act 2020 and listed in the Academic Board Statute. In particular, this motion seeks to fulfil the role of the University to act as the critic and conscience of society (3.3(a)(iii); and the need for institutions to maintain the highest ethical standards (3.3(a)(vii). The duties underpinning this critic and conscience role are expressed in both our governance strategy and official policy. These include a commitment to examine "civic and global issues with manaakitanga", mobilise "understanding and action for a better world", and ensure that our research mitigates the "perpetuation of injustice" (Mahere Rautaki—Strategic Plan; 4.1 of Human Ethics Policy). These commitments are meaningless without action. The Israeli university system alone operates inside illegal settlements, develops military policy, trains combatants, and limits Palestinian students' access to education. Collaborating with these institutions, and others tied to the State of Israel, risks Te Herenga Waka being complicit in serious human rights violations—including genocide—and a failure of the Academic Board's role.

Further guidance is provided in the Academic Freedom and Freedom of Expression Policy, which expects staff and students to "observe scholarly and ethical standards" and reflect "the responsibilities that go along with the exercise of academic freedom" (5.1). Adhering to these requirements, **this motion rejects any boycott of individuals based on their identity (such as race, citizenship, or religion)**. It promotes, instead, the refusal of contact with any institution consistently breaking these ethical standards.

For 77 years Palestinians have endured a brutal occupation, but never more so than in the last 21 months. In January 2024, the International Court of Justice described the situation faced by Palestinians in Gaza as a ""'catastrophic humanitarian situation"'', and found that there was a

real and imminent risk of irreparable prejudice to the rights of Palestinians under the Genocide Convention. The Court imposed provisional measures on Israel to prevent genocide against Palestinians. The Court's finding is relevant to our university's duty, as a member of the global community, to uphold international law and the basic rights of Palestinians (to life, to education).

According to the United Nations, all twelve universities in Gaza have been bombed and destroyed. An estimated 90,000 university students in Gaza have had their education disrupted by the attacks. The UN is defining this as a *scholasticide*: "the systemic obliteration of education through the arrest, detention or killing of teachers, students and staff, and the destruction of educational infrastructure." In an open letter from May 2024, Gaza academics and university administrators said "We call upon our friends and colleagues around the world to resist the ongoing campaign of scholasticide in occupied Palestine, to work alongside us in rebuilding our demolished universities, and to refuse all plans seeking to bypass, erase, or weaken the integrity of our academic institutions". The most effective means of answering this call is through boycott and divestment measures.

Given such freedom of expression includes the right to "speak freely on political matters" and "engage in lawful protest activity", we must protect against the censorship of students and faculty who display solidarity with Palestine (4.2(b) of the Academic Freedom Policy). The ability of students and faculty members to express criticism of Israel is threatened by the rise in repression on university campuses globally and within New Zealand which has academic, professional and legal repercussions. Therefore, it is vital that the Academic Board honour its commitment to academic freedom and freedom of expression.

Te Herenga Waka - Victoria University of Wellington has already signalled a desire to distance ourselves from the genocide against the Palestinian people. In September 2024, the VUW foundation board divested $50,000 from Israeli government bonds. The University also cut ties with the Israeli embassy by cancelling their sponsored scholarship. These actions are steps towards a comprehensive economic and academic boycott which must now be implemented in policy.

Conclusion

The Academic Board is the apex academic body of the University. In endorsing and enacting the use of boycott, divestment, and other nonviolent means to pressure Israel, Te Herenga Waka would be joining a national and global effort by academic institutions to promote justice and human rights for Palestinian people. For example, the University of Canterbury has adopted a similar BDS (Boycott, Divest, Sanction) policy through their Academic Board. The VUW branch of the Tertiary Education Union has also declared its "full solidarity with the people of Gaza and with Palestinians in the occupied territories and in the diaspora", and the [National Tertiary Education Union](#) has passed a remit in solidarity with union members, workers, academics, tertiary institutions, and the people of Gaza.

To adopt this motion would be to stand in principled solidarity with Palestinian students and academics, and to fulfill our role as the critic and conscience of society. This action aligns with our commitment to being Tiriti-led, to ethical practice, social responsibility, and the University value of whanaungatanga: "to grow meaningful and long-lasting relationships that benefit our University communities and wider society". It signals support for a fair and lasting peace in the region and around the world.

Motion

The Academic Board of Te Herenga Waka - Victoria University of Wellington advises the University Council to:

1. **Endorse** the use of boycott, divestment, and other non-violent means to pressure Israel to comply with international humanitarian law and respect Palestinian human rights.

2. **Investigate** and disclose University ties to identify any financial investments, research collaborations, or contractual agreements with institutions or corporations known to be complicit in Israel's violations of Palestinian human rights and breaches of international humanitarian law.

3. **Divest** from corporations known to be complicit in Israel's violations of Palestinian human rights and breaches of international humanitarian law. End any existing contracts with these companies and pledge not to enter into new agreements with them.
   a. Maintain existing divestment efforts, such as the VUW Foundation Board's $50,000 divestment from Israeli Government Bonds.

4. **Suspend** any academic collaborations with Israeli universities or other institutions known to be involved in the development of military technologies or doctrines that contribute to Israel's violations of Palestinian human rights and breaches of international humanitarian law.
   a. Maintain existing suspensions, such as the cancellation of the Embassy of Israel's essay scholarship prize.

5. **Support** Palestinian scholars at risk and contribute, where possible, to the recovery and rebuilding of Palestinian universities.

6. **Protect** staff and students against violations to academic freedom, freedom of expression, and freedom of assembly.

It is requested that the Academic Board:

Endorse the above motion.

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5.   WORK PROGRAMME – ENHANCED GOOD PRACTICE AND IMPACT FOR SUB-LECTURING POOL (SLP) TEACHING   (AB25-83)

Marc Wilson will be presenting the Work Programme *Enhanced good practice and impact for Sub-Lecturing Pool (SLP) teaching* – **paper to follow**.

VICTORIA UNIVERSITY OF
WELLINGTON
TE HERENGA WAKA

MEMORANDUM

To	Academic Board
From	Robyn Longhurst
Date	23 September 2025
Subject	Curriculum Mapping Project

Executive Summary

A key priority identified by Te Hiwa for 2025 was to begin a review of our University's curriculum. As part of this, seven areas that appear to be overly complex were identified as the scope of the project.

Further to an exercise undertaken by the Academic Office to understand these areas, a discussion document was created and shared with staff.

The purposes of the document are to:

1. Provide a high-level summary of existing information held at the University, which speaks to areas of the curriculum that might be causing unnecessary complexity for staff and students

2. Identify a series of questions arising from these findings for further testing and validation with the University community; and

3. encourage discussion and invite feedback to reshape the discussion document into a final paper that will used to help set the terms of reference for work to be undertaken under a broader curriculum transformation programme of work from late-2025.

This will be an item on the agendas of several University committees. A staff forum will also be held before the close of submissions, where questions about the document can be raised.

A summary of feedback received will be collated and added as a section to the document. The revised document, including ideas and feedback received, will be drawn upon for the terms of reference for projects that sit within the curriculum transformation programme of work, to commence early in 2026.

Colleagues are encouraged to review the discussion document and to email any feedback, questions, or other comments to curriculum-mapping@vuw.ac.nz by 5pm on Friday 17 October 2025.

At this stage the Curriculum Mapping Project will end, and next phases of the curriculum transformation programme will explore the key issues identified and possible solutions and opportunities in detail.

It is requested that the Academic Board:

Receive the Curriculum Mapping Project documents for discussion.

Te Herenga Waka—
Victoria University of Wellington

Curriculum Mapping Project

Discussion Document

Project Sponsor: Professor Robyn Longhurst, Deputy Vice-Chancellor, Academic

Project Lead: Linda Roberts, Curriculum Quality Manager

September 2025

Contents

Introduction

Universities, perhaps now more than ever, are coming under pressure to deliver educational outcomes that respond to student and community needs, while preparing graduates for a rapidly changing and challenging world.

A highly complex curriculum can act as a barrier for a university that seeks to communicate what it already offers and respond to emerging needs. The **Curriculum Mapping Project** at Te Herenga Waka—Victoria University of Wellington (VUW) was initiated in April 2024 to grow our understanding of which aspects of our current curriculum design are proving unnecessarily complex for students and staff.

> **What do we mean by 'curriculum'?**
>
> For the purposes of this discussion document, 'curriculum' refers to our programmes of study which, when completed, earn students a qualification. In this context, curriculum includes course content, learning activities, assessment tasks, and delivery modes. It also includes the structures and regulations ('curriculum framework') that define programmes or units of study, shape how students select and enrol in qualifications and courses, and how academics teach and assess learning.

This important piece of work is founded on three principles:

1. that the University's curriculum should provide an education that prepares graduates for their working lives (including the responsible use of Artificial Intelligence (AI) where relevant), to participate fully in their communities, and for lifelong learning.
2. that the University's curriculum should provide students with options and pathways within, and across, different programmes and faculties as their study plans and careers progress.
3. that the University's curriculum, in relation to its structures and regulations, should be coherent, equitable, and easy to navigate for students, staff and other stakeholders.

Purpose

The purpose of this discussion document is to:

1. provide a high-level summary of existing information held at the University which speaks to areas of the curriculum that might be causing unnecessary complexity.
2. identify a series of questions arising from these findings for further testing and validation with the University community.
3. encourage discussion and invite feedback to reshape the discussion document into a final paper that will used to help set the terms of reference for work to be undertaken under a broader curriculum transformation programme of work from early-2026.

Colleagues are encouraged to review the discussion document and to email any feedback, questions, or other comments to curriculum-mapping@vuw.ac.nz by 5pm on Friday 17 October 2025.

Background

The need for a more streamlined curriculum has been a recurring topic of conversation at VUW over many years. This project was spurred by evidence, both anecdotal and contained within University records, which supports a view that our programme structures and pathways have become unnecessarily complex, are sometimes lacking in coherence, and can be difficult to navigate for staff and students (current and prospective).

Complexity can cause stress and limit students' ability to plan their degrees independently. Some of the complexity may have arisen with the best of intentions—offering a greater variety of pathways and qualifications to attract future students, for instance. However, one of the resulting side effects is the significant staff time that course advice takes. Currently, staff across the University undertake a wide range of tasks associated with administering a student's programme of study, including:

- Confirming programme entry requirements
- Considering and approving credit transfer
- Processing course add/drop requests
- Facilitating waivers and approvals
- Providing academic advice to current & new students
- Generating degree audits
- Setting up curriculum rules in systems. e.g. DegreeWorks
- Making changes to MyDegree to reflect students' context.

These tasks would continue in some form regardless of curriculum complexity. However, it is posited that at VUW, due to curriculum complexity, such tasks are more time-consuming, less able to be undertaken by students independently, and have reduced potential for workload reduction through process improvement and automation. Decisions and outcomes might also be less transparent and/or equitable, based on staff's in-depth knowledge of the curriculum and judgment needed to navigate the structures. While, curriculum complexity varies across the University, an analysis of keywords in the student portal estimates that on average, 16% of students need some form of associate dean approval for regulation amendment or waiver (with 5% of these requiring significant intervention).

In more recent years, the technological demands of maintaining and monitoring complex regulations across a growing number of programmes of study combinations has proven cumbersome and expensive. Across the university, the complexity of the curriculum may be contributing to a greater level of work for deans, associate deans, heads of schools, and various committees and boards. This could be through the need for extensive regulation amendments, approvals and deletions. Numbers of amendments vary from year to year. But in addition to those that can be approved at the faculty level, an average of 250 approvals is considered each year by the Academic Programmes Committee, Academic Board, or the Committee on University Academic Programmes (CUAP) in the case of new subjects/qualifications and substantive changes to existing programmes. The shared workload associated with this level of change, including communicating the impact on the curriculum to current and prospective students, is significant.

In 2025, Te Hiwa is committed to undertaking a programme of work to initiate a curriculum transformation. This is not the first time that projects of this nature have been attempted. Over the years, the University has periodically initiated but not completed several wide-ranging and whole-of-institution reviews intended to streamline the curriculum. Aiming to learn from previous attempts, this will be a multi-year, but not all-encompassing, programme. The view is that if the scope is set too wide, there is a risk that this programme of work may also not be successful.

Considering curriculum design principles, the graduate attributes, and degree architecture is a complex task. Attempting to consider both the undergraduate and graduate curriculum simultaneously would complicate achieving productive change. Therefore, the proposal is that we focus first on the undergraduate curriculum. A subsequent project could focus on postgraduate qualifications, incorporating what we have learnt into the broader programme of curriculum transformation. This will increase our likelihood of success in both spaces. The Curriculum Mapping Project, including this discussion paper, represents the first step towards that curriculum transformation.

The He Kokonga Whare e Kitea programme of work aimed at accelerating student success currently underway at the University also potentially represents a step towards curriculum transformation.

Academic Audit

Alongside the discussions in this document, the 2022 Cycle 6 Academic Audit of Te Herenga Waka—Victoria University of Wellington made two recommendations relating to the curriculum:

Recommendation 5: "focus on embedding support for transitions in curricula so that students do not need to seek additional support".

Recommendation 8: "the University consider embedding learning support and academic skills development in the curriculum".

The Audit also affirmed the University's intention to "review its graduate profile as part of the planned Curriculum Framework project." While this discussion document does not completely address these recommendations, they are important considerations for this and ongoing curriculum design work.
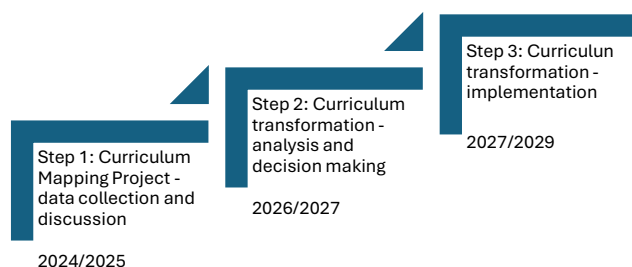
The Curriculum Mapping Project

In 2024, VUW embarked on revising its organisation strategy. This seemed an opportune time to begin thinking about both the structure and content of our curriculum in support of the strategy.

Initially, this project was expected to examine the alignment between expected Course Learning Objectives (CLOs) and the Graduate Attributes (GAs) or Graduate Profile. i.e. focus largely on content. After discussion, it became clear that there was more value in initially examining in more depth the *structures* of our curriculum offerings to understand how they support clear pathways for students enrolling and studying at VUW. In this way the project became less about mapping and more about making the 'contours' of our programmes visible (to continue the mapping metaphor). The Curriculum Mapping Project was, therefore, designed as a specific piece of analysis that could be undertaken within 12-18 months and would set the foundation for a more in-depth and longer (three to five year) curriculum transformation programme of work. *Refer Figure 1.*

The exact duration of this curriculum transformation programme will be determined by the extent of approved change, with significant transformation likely to take several years to be implemented and embedded.

Figure 1: Indicative curriculum transformation programme timeline, 2024-2029[1]

Step 1: Curriculum Mapping Project - data collection and discussion

2024/2025

Step 2: Curriculum transformation - analysis and decision making

2026/2027

Step 3: Curriculun transformation - implementation

2027/2029

Scope

This Curriculum Mapping Project has focussed on understanding seven key areas of the current curriculum design and exploring how they could potentially impact student experience and staff workload. The areas identified for investigation were:

1. the different **points values** attached to different courses, especially 15-point versus 20-point courses.

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[1] The name, exact timing and nature of project work to be undertaken within what is provisionally titled a curriculum transformation programme is to be determined, including through feedback and advice provided in response to this document.

2. the use of different **delivery modes** i.e. how we deliver courses, and how we describe modes such as blended, work-integrated learning or block to students.
3. the constitution of **majors, minors, and specialisations** in different subject areas and qualifications.
4. the identification of courses that specifically link with the University strategy in that they include content on **Mātauranga Māori** and/or **sustainability**.
5. the use of different **assessment types**, including end-of-trimester formal exams, across subjects.
6. the structure, implementation, and interpretation of **requisites** (prerequisites, corequisites, and restrictions) across the University.
7. the use of **pass/fail** instead of awarding a course grade on the A+ to E scale.

This discussion document does not provide nor seek answers to resolve all issues in all areas at this time. The aim is to outline some existing pain-points, seek clarity about the nature and extent of the challenge, and to gather feedback on possible solutions.

Out of scope

This discussion paper does not address:

- postgraduate courses and programmes[2]
- courses and qualifications that do not bear credit and/or micro-credentials
- the number of students enrolled in courses and/or programmes of study
- redesign of content in courses (the only content addressed in this discussion document is Mātauranga Māori and sustainability – *redesign* for now is not a focus)
- professional body requirements embedded in the curriculum
- academic year dates, including trimester structure.

Some of these matters may be addressed in the subsequent curriculum transformation programme of work but they are not in scope for this initial project. In addition, and to be clear, the Curriculum Mapping Project will not trigger a rapid introduction of changes to the undergraduate curriculum, a new curriculum framework, and/or new graduate attributes. This discussion paper and the responses to it will provide us with important information to inform future curriculum work. It will act as a repository of evidence to inform discussions and decision making. Given that the AQA audit findings supporting work on a curriculum framework, it is especially important that we commit fully and urgently to a curriculum transformation.

Methodology

In the first instance, the Curriculum Mapping Project has been run largely out of the University's Academic Office. Through conversations with stakeholders and examining curriculum-related datasets, the Project has identified seven key areas of curriculum design that appear to be overly complex in a way that causes issues for some students and/or staff. To identify and understand these issues, data were extracted from the following sources:

- Mata, the University's Curriculum Management System[3]
- Nuku, the University's Learning Management Platform
- Banner, the University's Student Management System (SMS)
- University Calendar
- Academic Office staff and archives
- Academic and professional staff in schools, faculties, and Tītoko.

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[2] Graduate certificates and diplomas are in scope, as these are predominately made up of undergraduate level courses.
[3] Mata has been recently implemented providing, for the first time, the University with a single digital source of 'curriculum information truth' accessible through cloud-based systems. In time, full implementation will provide greater understanding about our courses and programmes across schools and faculties.

Updates on the Project were included in *Oko* on 25 September, 13 and 20 November 2024, and February 2025. In each article staff were invited to contact Professor Robyn Longhurst, Deputy Vice-Chancellor, Academic, and/or Linda Roberts, Curriculum Quality Manager with any comments or questions. Comments that were received have been incorporated into this discussion document.

Note on faculty structure

The University's curriculum is in constant transition, including through the addition and removal of courses and programmes, changes in University policy and regulations, technological changes, movements in staffing – and in response to external events (such as government policy, professional body requirements, and pandemics). Occasionally, structural change also occurs. This poses challenges in providing a definitive mapping of the curriculum and its various challenges at any point in time. For example, some of the information collected for the project was structured by way of our old faculty structure (pre-2025) rather than our new faculty structure (2025 onwards). This is because much of the data were collected during the transition to the new structure and our systems contain information under the old faculties rather than the newly merged faculties. This means that while some figures are provided for context, the focus is on high-level issue identification with examples rather than a detailed view of the University's curriculum in 2025.

Curriculum challenges

Following analysis, the Curriculum Mapping Project has focused on seven key issues. Below are summaries of the key challenge posed by each of these. The challenge is then briefly unpacked, and several questions are posed. The findings in each section have deliberately been kept brief as the aim here is not to resolve or answer the challenges being posed but, rather, to provide some context. The questions posed are designed to provoke conversation and invite validation, alternative experiences and suggestions, guiding curriculum design work.

1. Point values

The challenge: VUW currently offers courses with a range of credit values, expressed as points. The points values of undergraduate courses are not standardised across the University. This leads to some students facing difficulties in completing the correct number of points for their programme and, at times, can result in students completing more than the required number of points for their programme of study. This places a time and financial cost on students. It can also discourage students from enrolling in relevant courses (with differing points values) offered outside their programme or home faculty. Where students fall just short of the required point value for a qualification (e.g. 355 points for a 360-point qualification), they are exempted those points. This represents a small loss in fees and funding to the University. A variation in points values can also create uneven workloads across trimesters for students, and can be a barrier to credit transfer, both into VUW and from VUW to other New Zealand institutions.

The standardisation of points values has been a frequent topic of conversation at VUW. At this time, no decision has been made about a points value that could, or should, be the standard across undergraduate courses.[4]

Unpacking the challenge

VUW courses have a range of point values, from 0 up to 360 points in the case of a doctoral thesis. As shown in Table 1, for courses at NZQCF Levels 5–7 (bachelor's degree courses) the range is currently narrower, from 10-30 points, with 93% of courses having either 15 or 20 points (49% and 44% of all undergraduate courses, respectively).

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[4] Funding is tied to EFTS, and fees to points, so these would change on a pro-rata basis for any course that has a change in points values. However, a standard annual full-time consumption of 1.0 EFTS / 120 points would not be affected.

Table 1 VUW courses by points value, NZQCF Levels 5–7 (2024 active courses)[5]

Point value	Number of courses	% undergraduate courses
10	22	2.1%
15	521	48.8%
20	471	44.1%
25	2	0.2%
30	51	4.8%

The use of 20-point courses is mainly (but not entirely) concentrated in the Faculty of Humanities and Social Sciences, the School of Education, Te Kawa a Māui, and some parts of the Faculty of Science and Engineering. While undergraduate points values *generally* tend to be consistently used (either 15 or 20 points) within a school or programme, this is not always the case. Besides this variation, due to enrolment in conjoint degrees and outside majors, currently many undergraduate students take at least one course with a differing point value (i.e. they enrol in a mixture of 15- and 20-point courses across their degree). Looking at undergraduate qualification completions in 2024, approximately 12% included five more points than needed; another 9% had completed 10 additional points. Six percent of completions required had five points *fewer* than their qualification regulations required, necessitating a waiver.

In some instances, there may be external drivers for specific points values. For example, the requirements of a professional body assessing practicums and projects may necessitate a particular points value. However, most of the decisions are discipline- and programme-related. They are sometimes due to historical decisions but otherwise grounded in strong views about the better "size" of a course for effective teaching and learning.

Points values affect the number of courses taken, how workload is spread, and the number of assessments students undertake in each trimester and across their undergraduate degrees. For example, 15-point courses mean that a student will generally take 24 courses to complete a 360-point degree, while a student would generally complete 18 courses at 20-points. It is possible that the smaller point value (and greater number of courses) allows students the opportunity to take a wider range of courses and have more control over their per-trimester workload. However, 20-point courses may allow students to focus on course content to a greater depth. They could potentially have fewer assessments overall, but a higher workload associated with each assessment.

Acknowledging these reasons for variation, applying a more consistent approach to the points value of most courses might allow students to more easily select courses and plan their workload. It will help ensure they don't enrol in more points than necessary to complete their programme of study. It is also important to note that without increased standardisation of points, it would be difficult to make other components of the curriculum (e.g. the size of a major) more consistent, if desired.

The points value of courses also impacts students' ability to transfer between different programmes and tertiary education institutions. Over the last two years, the eight New Zealand universities have worked to improve policies and practices to make it easier for students to transfer between universities. This work has suggested that one barrier to greater transferability is variation in point or credit values, and that a more consistent weighting would improve the ability for students to move between universities. It was also noted that the polytechnic sector has moved towards 15-credit courses in recent years and greater consistency with this might facilitate movement between the vocational and university sectors.

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[5] New Zealand Qualifications and Credentials Framework Levels 5 – 7 corresponds with 100-, 200-, and 300-levels courses. Data in this table has been extracted by NZQCF level for comparative purposes, as the coding of undergraduate courses differs in practice across the sector, including the treatment of the BE(Hons). Refer Table 2 for sector comparison.

Table 2 shows the distribution of point or credit values across the New Zealand university sector for NZQCF level 5–7 courses. This table highlights the predominance of 15-point courses across the sector. It shows that 20-point courses are mainly concentrated at VUW. The University of Otago is another outlier with their usage of 18-credit courses. The final column shows the sector distribution for the remaining six universities, excluding both VUW and Otago. Eighty-eight percent of undergraduate courses at these six universities are weighted at 15 points, with another seven percent at 30 points (i.e. a multiple of 15).

Table 2 Point/credit values of New Zealand universities' NZQCF Levels 5-7 courses (2024)

UG course points/credit value	VUW	NZ universities exc. VUW	NZ universities exc. VUW & Otago
0-14 pts	2.1%	3.0%	2.5%
15 pts	48.8%	76.5%	88.1%
16-19 pts	0.0%	11.1%	0.1%
20 pts	44.1%	0.1%	0.0%
21-29 pts	0.2%	0.3%	0.1%
30 pts	4.8%	6.1%	7.0%
31+ pts	0.0%	2.9%	2.3%
Total	100%	100.0%	100.0%

History of points value discussions at VUW

The most substantive discussions about points values took place in 2008, after which some parts of the University began migrating from 18 (or other points values) to either 15- or 20-point courses at undergraduate level. This took several years to implement. For example, the commerce courses changes from 18, 22 and 24 points to 15 points were phased in between 2009 and 2011, starting at 100 level. Since then, there have been some further attempts to increase consistency *within* different programmes and schools, and we have also seen the emergence of less common variances such as 10 and 35 points.

Over the past 20 years or so, there have been regular discussions about moving the entire VUW curriculum toward a more consistent approach to points value. In April 2007, a review of the points system was presented to Academic Board recommending the adoption of a policy on points. A further resolution was brought forward in July 2007 for standardisation at 100-level to 15 points. The motion was discussed and changes proposed but it was not passed. At this time, the Academic Committee supported, in principle, a move toward consistent points values but thought that the Academic Board ought to take ownership of progressing the issue. Discussions continued.

Fourteen years later, at an Academic Board meeting on 21 September 2021, the issue was formally discussed again. The minutes of that meeting state: "The standardisation of points value for all courses for any bachelor's degree was discussed … There was broad support for standardised credit/point values for all courses. The discussion was mostly about what the points value should be for undergraduate courses."

Two years later, on 26 September 2023, another paper was taken to Academic Board, the purpose being to seek in-principle endorsement for standardised points value for all courses on the schedule for any bachelor's degree at VUW. The minutes read:

> "There was a lengthy discussion with arguments for and against the overall proposal, as well as more specifically a wide range of views on whether to move to 15 or 20 points per course. The impact on workload for both staff and students was a concern and a strong desire for some type of clarity either way was expressed to remove the uncertainty when planning course content and assessment."

In an informal poll during this meeting, there was no clear majority amongst the Board on the question of whether courses should be standardised to 15 points or 20 points. There was a small number of members who were in favour of the status quo, or a simple directive providing clarity about points values to remove uncertainty when planning course content and assessment. It was agreed to not support the motion at this time

and that more work was needed. The issue is now being addressed as part of the curriculum transformation programme, the terms of reference of constituent projects being guided in part by feedback to this discussion document. It is acknowledged standardising points values would not be simple nor quick, with impact on many university systems, policies, and processes over several years. Understanding the level of support, as well as identifying specific concerns, would be helpful at this time.

DISCUSSION QUESTIONS

1. Would you support standardised points values for undergraduate courses on the schedule for all bachelor's degree at VUW?
2. If we were to seek more consistency in the points values of undergraduate courses, what value would you like to see used as the base? (e.g. 15 or 20 points, and multiples thereof, or another value)
3. Are there other considerations about points value that we need to know about as part of any future curriculum redesign?

2. Delivery modes

The challenge: VUW currently has four agreed modes of delivery: blended, online, work-integrated learning, and block. In practice, it has become apparent that there are different interpretations of these delivery modes at the course level. The challenge is determining both, how we ensure collective understanding of what is expected when designing a course for a particular delivery mode and how we communicate that information about the mode to students so that they understand how they can expect a course to be delivered.

Unpacking the challenge

In this discussion document, the term 'delivery modes' refers to the strategies and processes used to deliver or teach courses and, more broadly, the entire curriculum. These include:

- where students and staff are situated during learning
- how and when learning materials and activities are accessed and experienced
- how, when and where assessment occurs (see pages 14-16 on assessment).

Over the past decade or so, social and pedagogical changes have led to significant changes in modes of delivery of teaching and learning (how, where and when teaching and learning occurs). This has included an increase in courses offered flexibly in time and place, greater use of technology, and attempts to increase the connection of students with practice-based work contexts. Delivery modes can, therefore, be seen as a key mechanism through which students can achieve their learning objectives.

The need to be able to deliver in different modes was highlighted during the COVID-19 pandemic when many across the world discovered that how we enable learning is vitally important. COVID-19 required educators, including at our own University, to prepare all classes to be available fully online, enabling students to study from home. In many cases, this represented a fundamental shift in our approach to learning and teaching.

Flexibility in delivery mode needs to be coupled with clear understanding and expectations. Post-COVID we have seen faculties at VUW commit to offering most of their courses in dual mode (in this instance, online and face to-face) with the underlying directive that students who had enrolled in our programmes offered fully online, could complete their programmes of study in this same mode. It has now been several years since we agreed this with students, and it is timely now to review this expectation.

In August 2023, the following four options and definitions were agreed for use in 2024:

- Blended: This course is delivered using a mix of face-to-face classes and online resources. Assessment may be a mix of online and/or face-to-face.
- Fully online: no requirement to attend campus for learning activities or assessment.

- Work-integrated learning: This course is based on placement in an employment setting e.g. clinical, government agency, with an employer.
- Block Course: The course will be offered in compressed weeks.

This was refined in July 2024 (for 2025) to:

- Blended: Delivery and assessment using a mix of face-to-face classes and online resources. Students must attend the University at some point in their studies, even if it is just for the end of year exam/test. This option includes fully face-to-face.
- Online: Fully taught online, students do not have to physically attend the University at any time including for the end of year exam/test or any other assessment.
- Work-integrated learning: The entire course is based on placement in an employment setting e.g. clinical, government agency, with an employer.
- Block: Compressed teaching offered in a significantly reduced period not defined by the three main trimesters.

Despite this guidance, there is still variability in how these four modes are applied and how students understand what can be expected from each mode. Different faculties have differing interpretations of how aspects of the course might function in different modes. An example of this might be a course that is identified as fully online but requires an in-person examination. Processes used to earmark online delivery, via campus code and/or by separate CRNs for online versions of courses, also differs across the institution. Being more consistent and explicit about the delivery modes for both courses and entire programmes of study would help domestic and international students to understand the expectations of engagement and attendance in different modes before enrolling.

It is not suggested that we need to capture all the rich and shifting ways in which we use technology (i.e. blended delivery) to enhance learning in most of our courses. However, clearly identifying the specific requirements of individual courses and programmes helps students enrol in programmes that best suit their needs. For example, a student located away from Wellington who wants to enrol for a fully online qualification should be able to easily find our offerings of this type. For some international students, it might be important to know the opposite. For example, students from China who require a component of face-to-face learning due to Chinese government regulations would benefit from easily being able to determine which courses and entire programmes are taught in this way.

It might also be important that we think about how decisions about delivery mode made at the individual course or programme level come together to paint a picture of the University's curriculum as a whole. VUW often prides itself on being a primarily face-to-face university. But what does face-to-face learning mean in practice in 2025 and in the future? For example, this year the University has set an objective to grow work-integrated learning. Knowing and understanding more about this mode and how it sits within, or alongside, face-to-face campus-based instruction would be invaluable as students seek to build more and better-quality work experience into their studies. Any consideration of curriculum needs to also consider carefully how that curriculum is delivered.

DISCUSSION QUESTIONS

4. Is more clarity needed for staff to apply different modes of delivery? If so, what guidance would be most helpful?
5. Is more clarity needed for students about what they can expect from a certain mode of delivery? If so, which aspects could or should be clearer?
6. Are there other considerations about delivery mode we need to be aware of as part of future curriculum redesign?

3. Majors, minors, and specialisations

The challenge: VUW currently offers many majors, minors and specialisations at undergraduate level, and these increasingly contribute towards multiple qualifications. This is both a positive aspect of our curriculum, and a challenge for the University. On one hand, these offer flexibility and a wide range of possibilities for students. However, despite there being definitions available for 'majors' and 'minors', both nationally (though CUAP guidance) and at VUW (through General Programme of Study Regulations), these terms are neither well understood nor consistently applied in our curriculum. This can mean programme planning is complex and confusing. In relation to 'specialisations', the meaning and use is also not consistent across the university sector, creating further challenges with communicating their purpose. If we are seeking to streamline our curriculum, we may need to be more consistent in our use of these terms, in addition to being clear about their function within our range of offerings.

Unpacking the challenge

In 2025, VUW undergraduate students are enrolled in a total of 166 'fields of study' (i.e. majors, minors, and specialisations) across 19 bachelor's degrees. An additional two undergraduate degrees, five majors, 16 minors, and three specialisations have been approved by CUAP for introduction from 2026. There are a further 28 majors, minors and specialisations which are active in our curriculum, but received no enrolments this year.[6] At the same time, this year there has been some moves to decrease the offering of specialisations at undergraduate level in some areas, notably in music and engineering. *Refer further discussion on page 12.*

There is considerable variability in how these are fields of study are deployed across our degrees, sometimes reflecting professional body requirements and restrictions. The Bachelor of Laws, Bachelor of Education (Teaching) Early Childhood, and Bachelor of Midwifery, for example, have no defined majors in their regulations (although the LLB and BEd(Tchg)EC are treated as each having a major within our systems). The Bachelor of Arts, by contrast, has 47 fields of study with active enrolments in 2025; 38 of these can be taken as either a major or a minor, five as a minor only, two as a specialisation only, one as either a major, minor or specialisation, and one as only a major.

Across our current 19 bachelor's degrees, 13 include minors, and seven include specialisations (noting that this is subject to change). In 2025, undergraduate students enrolled in 121 inside majors (i.e. a major specified by the regulation of their home qualification) with 50% of the enrolments being made in just 16 majors. Students may also enrol in majors and minor outside of their primary qualification. In total, 67% of 2024 undergraduate level qualification completions included one major, and 33% included two or more majors. Allowing for the fact that not all qualification regulations provide for more than one major, among completions from a qualification in which multiple majors may be taken, 54% included one major, 45% had two, and one percent, three majors. Among those qualifications that allow for minors, in 2024, 39% of completions included at least one minor. Approximately 100 students completed with two minors.

Majors

Majors are defined in the General Programmes of Study Regulations [(GPSR)](#) as:

   a. A major is a substantial component of a degree consisting of courses in a recognised disciplinary area.
   b. A major in a bachelor's degree consists of courses worth at least 120 points including at least 40 points at 300-level or above. For a general undergraduate degree (that is, the BA, BCom, BSc), a major shall not require more than 140 points at 200-level or above.

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[6] August 2025.

A major is intended to demonstrate that a student has a substantial and coherent body of knowledge in a particular domain and has satisfactory knowledge to progress to postgraduate study where relevant. Majors are listed on a student's degree certificate as well as on their transcript.

While a large number of majors offers choice for students, it also means the University needs to be able to deliver enough courses at each level, within each year, to meet the progression requirements of students enrolled in these majors. This can lead to complex administrative arrangements, as well as academic resourcing challenges. Over the past decade we have added majors at approximately twice the rate we have deleted them, in part reflecting the addition of seven new undergraduate degrees since 2018.

Application of major regulations

Although there are both CUAP definitions and VUW guidelines for majors, these provide for variation in the number of points specified, both in total and at each level of the qualification In addition, with course offerings changing year to year, the points values of courses that are available to be taken may shift between 15- and 20-point courses. We also sometimes require students to complete pre-requisites not specified in regulations (i.e. 'hidden prerequisites'). All these aspects can alter the size of a major for an individual and be problematic for students attempting to plan their programmes. For illustrative purposes, Table 3, shows the point composition of seven selected majors, drawing on the points values of courses in identified ranges in 2025. The total size of a major in this sample ranges from 105 to 200 points, with variations *within* majors of up to 10 points depending on the courses selected. The number of points that must be taken at 300-level ranges from 40 to 60 points.

Table 3: Examples of size and composition variations in undergraduate majors, 2025

Degree/Major	Total points	Minimum 300-level points	Minimum 200-level+ points
BCom Commercial Law	105	45	90
BA Art History	135-140	40	100
BSc Stats	150	60	120
BA Chinese	160	40	100
BSc Biology	170-180	55-60	110-120
BCom Accounting	195	45	135-150
BSc Artificial Intelligence	195-210	60	120-135

Note: Variations in points required for above defined majors reflects options available to students in course selection.

Minors

A minor enables a student to explore and gain recognition for a separate area of study without having to meet the full requirements of a major. A minor is a component of a bachelor's degree, specified as 60 points at 200- and 300- level in a subject area, with at least 15 points at 300-level.

Minors are listed on a student's transcript but not on their degree certificate. As with majors, the University has at times discontinued minors but has mainly continued to add to them. Between 2018 and 2025, we added 43 minors (plus 16 more to be introduced in 2026 via new bachelor's degree programmes). During the same period, we deleted only three.

There is much variation in the number of students enrolled in different minors. In 2025, undergraduate students were enrolled in 125 inside minors (i.e. a major specified by the regulation of their home qualification); 50% of the enrolments were in just 21 of these minors. Because minors are pulling from the same set of courses as specified for majors, their impact on academic resourcing is less than that of majors. In fact, they can make majors more viable through the addition of non-major students to marginal courses. For this reason, they might sometimes be viewed as no or low cost in terms of offering. However, information about minors, including their purpose and regulations, does need to be communicated clearly to students, and minors do still place demand on our systems and people.

In addition, we have some minors without majors. These generally require separate marketing. In 2025, students were enrolled in 21 minors that had no accompanying major. There are a further six of these active in our curriculum, but with no enrolments this year.

Specialisations

A specialisation is an optional area of focus *within* a major. It requires at least 45 points of directly relevant courses at 200-level or above, including at least one course above 200-level. The courses specified for a specialisation are usually from courses within the associated major, but in all cases, at least 50% of the specified points must be from such courses. Specialisations appear on a student's academic transcript but do not appear on their degree certificates. At undergraduate level, students might graduate *with* a specialisation, rather than declaring this in advance. As such, reporting on these is limited and inconsistent.

In 2025, VUW undergraduate students are enrolled in 19 specialisations, across all faculties excluding Law. However, the majority of the University's specialisations have fewer than 30 enrolments, and many attract no enrolments at all. The undergraduate engineering specialisations have traditionally been amongst the largest, but the seven specialisations in the BE(Hons) have been closed to new students from 2025 at the recommendation of the most recent Engineering NZ reaccreditation panel. VUW's BE(Hons) is one of the few to include specialisations and the School of Engineering and Computer Science has also struggled to offer the NWAP specialisation over the past few years due to an inability to staff the relevant 300- and 400- level courses. The closure of the specialisations—pending a later formal removal in five years' time—reflects current staffing capabilities but also allows some additional flexibility on the school's part to switch in and out of courses to provide students with more choice.

With the removal of the engineering specialisations, the most populous specialisations are likely to be Māori Design and Environments, and Film Production, followed by Film Scoring. Combined, these three specialisations have attracted over 230 students in 2025. As previously noted, there are three new specialisations being added because of a new undergraduate degree (Bachelor of Politics). Despite limited or no enrolments in several specialisations over the years, few have been discontinued.

Application of specialisation regulations

Within the guidance "of at least 45 points", there is much variation in the number of points in specialisations across the University. Some are awarded at this minimum size, and other specialisations are requiring up to 75 points. This suggests considerable difference in the level and depth of exposure by students to subject areas, while all being called a "specialisation" upon graduation.

Across the university sector, specialisations are offered in some institutions but there appears to be little consistency. CUAP itself has no definition or approval process for a specialisation (which does not meet the threshold of an 'endorsement' and would be named on the graduation certificate).

DISCUSSION QUESTIONS

> 7. How should we determine what is an appropriate number of majors, minors and specialisations?
> 8. Do we need a more consistent approach to regulations for majors, minors and specialisations?
> 9. What impact is there if majors, minors, and specialisations differ in size (i.e. number of points) across programmes, levels, and faculties?
> 10. What is your understanding of a specialisation?
> 11. In what ways do you think specialisations offer value?
> 12. Should VUW continue offering specialisations in the future?
> 13. Are there other considerations about majors, minors, and specialisations we need to consider as part of future curriculum redesign?

4. Mātauranga Māori and sustainability

The challenge: Key aspects of Mahere Rautaki | the VUW Strategy (2024) include prioritising:

- our commitment to Te Tiriti o Waitangi and our connection to place to give meaning and influence to the marae at our heart, and support our global distinctiveness, and
- ecological thinking that contributes to a sustainable, resilient, and better world.[7]

As part of this project, we sought to understand how the current portfolio of courses substantially aligns with Mātauranga Māori and sustainability priorities. While some information is known, it is inconsistently defined and captured. We do not have a consistent way to identify to what extent our courses reflect these priorities, and how or if these are reflected in our Graduate Profile. Having a clearer idea of offerings may also reduce the potential for duplication and help identify courses that might be suitable for cross-faculty enrolment.

Unpacking the challenge
In order to attempt to understand how many courses across the university might currently contain substantial content relating to Mātauranga Māori and sustainability, we undertook a manual search of courses which included using Mata to search course learning objectives for key words and course content.

For Mātauranga Māori, this list is being peer reviewed by staff from Iho and the Academic Office to ensure the courses contained sufficient learning content.[8] As currently described, an estimated 48 undergraduate courses contain substantial Mātauranga Māori content. The greatest number of these are in Te Kawa ā Maui (31), with the remainder scattered through the other faculties. This is approximately 2% of all undergraduate courses, with more than half of these confined to students who enrol in courses offered by Te Kawa ā Maui. This might be an underestimation, as a key word search of course outlines suggests that some other courses include Te Ao Māori concepts and content which might be relevant, however these are not currently framed as Mātauranga Māori, and it is unlikely that the students enrolled in these courses perceive them as such.

With respect to sustainability, information was also drawn from the Sustainability Office, who regularly use Course Finder to identify potential sustainability-related course offerings. They estimate there are 150 'sustainability' courses offered by the University, approximately 8% of all undergraduate courses. The majority of these (63%) are in the Faculty of Science and Engineering, followed by the Wellington School of Business and Government and the Faculty of Humanities and Social Sciences. The recent introduction of the Bachelor of Environment and Society will have some impact on the number and distribution of sustainability-related undergraduate courses offered.

As we move further into the curriculum transformation, the "Evaluation Plan – Curriculum Mapping – Sustainability and Mātauranga Māori – 2025" project will provide us with more information on the extent to which courses have extensive, significant or moderate course learning objectives for Mātauranga Māori and/or sustainability, as well as case studies to support course and lecturer development. This important piece of work is being enabled by our new curriculum management system – Mata.

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[7] Te Herenga Waka–Victoria University of Wellington Strategic Plan 2024.
[8] This work is part of a larger, ongoing project Evaluation Plan – Curriculum mapping – Sustainability and Mātauranga Māori – 2025 which is led by Associate Professor Meegan Hall (Toi Mātauranga Māori- Assistant Vice-Chancellor) and Dr Rob Stratford (Manager, Quality and Policy Academic Office). This project aims to develop a clear curriculum mapping approach using Mata – the new Curriculum Management System.

14. Should we identify courses that contain substantial content relating to Mātauranga Māori with a view to better understanding our offerings?
15. Should we more identify courses that contain substantial content relating to sustainability with a view to better understanding our offerings?
16. Are there other considerations regarding the identification of courses with substantial Māutauranga Māori content we need to consider as part of future curriculum redesign?
17. Are there other considerations regarding the identification of courses with substantial sustainability content we need to consider as part of future curriculum redesign?

5. Assessment types

The challenge: Courses at VUW make use of a wide range of assessment types. This is to be commended. However, we do not have a clear picture of the number and weight of assessment across the University, nor a consistent way to describe to students the different types of assessment that occur. This means students do not always understand course assessment expectations before enrolling. It can also result in unexpectedly different assessment loads for different courses. For example, anecdotally, students are often unaware of if or how an assessment load might vary between 15- and 20-point courses.

The focus of this area of investigation has not been to consider the suitability and application of different types of assessments, but rather whether clearer definitions and better information about the use of assessment modes would assist students in their course selection choices. This might be especially important as modes of assessment will likely evolve rapidly over the next couple of years. In addition to its emerging effect on other aspects of our curriculum, it is evident that AI is already, and will continue, to have a profound impact on assessment. We will need to adapt to ensure that we are still assessing a student's ability to comprehend, think critically and creatively, and to problem-solve, and that they are receiving timely and targeted feedback that has impact on the course assessment outcomes.

This is a conversation that has begun but will deepen as we embark on curriculum transformation.

Unpacking the challenge
Data on assessment types and numbers by course and CRN have been sourced from Mata and Banner, including count (how many assessment items are connected to each course), description (free text description of assessment item), percentage (percentage of course weighting), date (dates of trimester when assessment item occurs), CLOs (item alignment with Course Learning Objectives), group work (free text description about whether the course contains group work) and peer assess (free text description about whether the course contains peer assessed work).

In 2025, the median number of assessments per course is three. At the upper end, approximately five percent of courses have seven or more listed assessments. However, a quantitative count doesn't capture the variation that currently exists within assessment practices. Some terms are used interchangeably (like test, quiz, and exam) in some parts of the University, and other generic terms like "written assignment" are used for a variety of assessments including essay, journal reflection, short response writing, creative writing etc. Sometimes assessments are recorded as one item but might include several linked pieces of assessment work.

As a result, the summary data in Table 4 and Figure 2 are indicative rather than definitive but they do reinforce the current challenge with terminology and of providing a clear picture to students.

Table 4 Number of assessments per undergraduate course by course level (2025)

Number of assessments	Number of courses (100-300 level)	% of all courses (100-300 level)	100-level courses	200-level courses	300-level courses
1	30	3.1%	1.5%	0.6%	5.2%
2	71	7.3%	4.1%	7.5%	7.9%
3	372	38.3%	25.5%	40.2%	41.4%
4	278	28.6%	30.1%	33.0%	24.3%
5	113	11.6%	15.8%	8.4%	11.7%
6	60	6.2%	13.3%	5.4%	6.4%
7 or more	48	4.9%	9.7%	4.8%	3.1%

These data also tell us is that, in the age of AI, we are currently still relying heavily on the submission of written assignments. We need to ensure assessment is stimulating learning and testing understanding, not just focusing on outputs. We need to increase the use of oral assessments, guide interviews, solving problems in class, innovative quizzes etc to assess learning to respond to the impact of AI as well as the changing expectations of graduate capabilities.

Two areas where clearer information might be especially helpful to students before enrolment are 'group work' and 'peer-assessed work'. In both instances, often little information is provided, limited to "to be advised" or "coursework may entail peer assessment". Providing clearer information may assist students in course selection and preparation, including balancing expectations and workload.

Figure 2 Types of assessments used in undergraduate courses (2025)
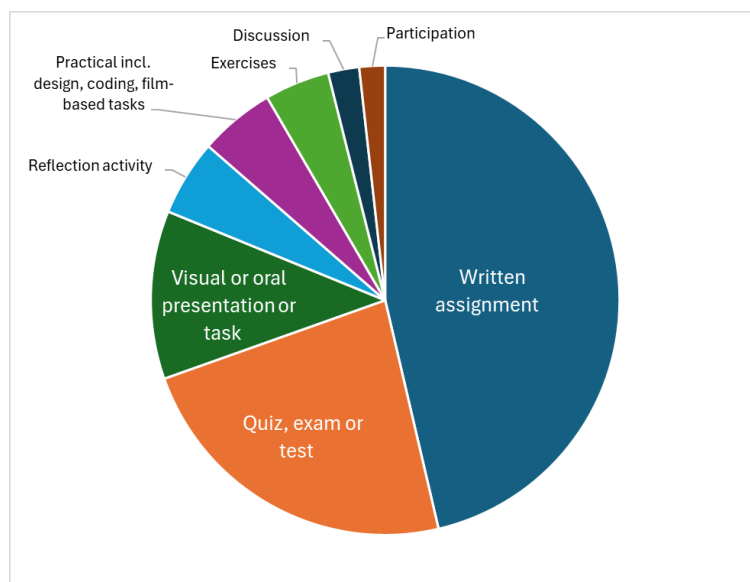
Note: Excludes assessments not readily able to be classified on the basis of free or limited text information provided.

Finally, the information available also shows the range of weightings applied to assessments. To some extent this will reflect the type of assessment selected, and there is more likely to be a common approach taken *within* a programme or school. However, it might be useful for students to have a general idea of the usual weighting that might accompany types of assessment, again to help with workload planning.

As Figure 3 shows, there are a wide range of weightings used at undergraduate level. Consistent with courses tending to have 3-4 assessment items, the percentage weighting most commonly assigned is currently in the 20-29% range.

Figure 3 Undergraduate assessments by attached percentage weighting (2025)
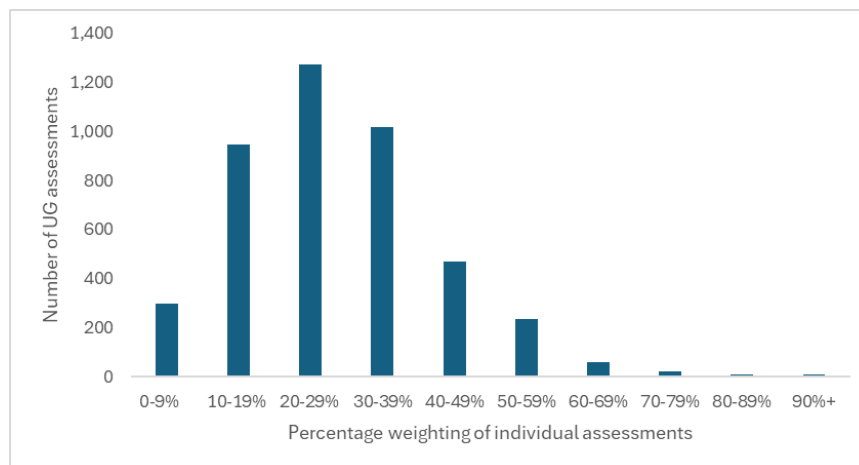
Note: Excludes approximately 40 assessments with blank/TBC weightings at the time of data extraction.

If there is a view that more consistency in terminology and/or weighting would reduce complexity, the next phase of curriculum transformation work would consider which definitions, and what level of guidance, would be helpful and how that might be captured within VUW's systems.

DISCUSSION QUESTIONS

18. Would you see benefit in greater guidance to improve consistency and transparency about the types of assessments offered in different courses?
19. How should we understand and describe the volume of assessment for courses?
20. How can we know if we are under- or over-assessing student learning?
21. How will and should AI impact how we think about types of assessment?
22. Are there other considerations about assessment types we need to consider as part of our curriculum transformation programme of work?

6. Requisites

The challenge: Requisites are courses or other requirements that students must have completed (or not completed) before they enrol in a particular course. Requisite syntax has been developed to ensure these rules are clear to a relatively small number of highly skilled staff, but they are less easily understood by the wider community of staff and students. They are not meant to be readable in the sense that they might suit a public-facing website. There is also the possibility that we are overly prescriptive and complex in our requisites more generally.

Unpacking the challenge
Currently the University defines the different requisites as follows:[9]

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[9] https://www.wgtn.ac.nz/site-info/glossary

(P) a prerequisite is any course that must have already been passed, or any other condition that is required, before enrolment in a particular course can be approved without special permission.

(C) a corequisite is an additional course that must be studied at the same time (if not already passed) in order for enrolment in a particular course to be approved.

(X) a restriction refers to a course that is restricted against another course with similar content. If a student has passed one course, they cannot also gain credit for a course that is restricted against it. Courses that are 'co-taught' are treated as restrictions.

The **Academic Approvals Handbook** provides information on requisite formatting which guides users towards the use of commas, semicolons, and brackets to define 'and', 'or' and subsets of information. and brackets to define 'and', 'or' and subsets of information.

Even with guidance, some requisites are very complex. For example:

P ENGR 110 or RESE 111 (or ENGR 111); ENGR 121 (or MATH 141 and 151); ENGR 141 ((or PHYS 114 or 101) and (CHEM 114 or 122)).

This translates to the following for students who want to enrol in RESE 212:

ENGR 110 or RESE 111 (or ENGR 111- an older course that a student may already have taken) AND ENGR 121, or if you prefer, both MATH 141 and 151, AND ENGR 141 or, if you prefer, EITHER PHYS 114 or PHYS 101, AND CHEM 114 or CHEM 122.

Or for AIML 427, students must take note of the following (keeping in mind that they need to find out from a different source what constitutes an 'approved background in Statistics'):

P one of (AIML 231, 232, 320, 331,335, 420, 421, COMP 307, 309, DATA 301, 303, 305, STAT 393, 394); one of (ENGR 123, MATH 177, QUAN 102, STAT 193) or approved background in statistics; X COMP 424.

The aim of providing these examples is not to cast a shadow over the courses or programmes concerned (there are many others with similar complexity) but to illustrate that the use of punctuation in requisites is complex and, at times, ambiguous for those trying to interpret these for course planning purposes. For students, this means it is not always clear what courses they are required to take (or not take) to satisfy programme requirements. It can also be time-consuming for Tītoko and academic staff who work with students on course planning. At times, the requisite descriptions can lead to course planning errors which can impact students' programme completion and lead to additional time and expense.

More broadly, some of our requisites are extensive, increasing the risk of errors and the work associated with approvals and amendments to these. However, it is acknowledged that some requisites are very important to ensuring students are appropriately prepared for their courses for the best chance of success as they progress through their studies.

DISCUSSION QUESTIONS

23. Is the current practice of using punctuation sufficient or should we move to more explicit use of words such as 'and' in course requisites?
24. Are our requisites currently too complex?
25. Are there other considerations about requisites we need to consider as part of future curriculum redesign?
26. Are we overly prescriptive or have we generally got the balance right?

7. Pass/Fail grading

The challenge: Going into the Curriculum Mapping Project we were aware of a concern about courses for which students do not receive a letter grade. Instead, they receive a pass or fail grade for the course in its entirety. This is seen as problematic because a pass/fail they can affect grade point average calculations. There is also a perception that this grading practice reduces student engagement by not providing students with the opportunity to strive for excellence, which may involve disengagement from the course the moment a passing threshold has been met. It is acknowledged that some courses have specific *assessments* that are just a pass or fail grade, but this concern relates to entire undergraduate courses with pass/fail grading and no accompanying percentage or letter grade. Investigation has identified that there are currently only four undergraduate courses with pass / fail grading alone.

The low number of courses using this grading scheme suggests that while this may have been an issue in the past, it not a particularly common occurrence or significant concern now. However, it is worth considering whether the University should support pass/fail grade only courses at all. This is especially relevant now as VUW moves to offering more work-integrated learning courses, some of which could potentially carry a pass/fail grade. It could be argued that students may feel less pressure when they know their performance will not be quantified by a number and grade. If pass/fail grading surfaces as an important issue in feedback to this discussion document, it could be included as part of the curriculum transformation programme. If not, attention will be paid to more pressing issues.

DISCUSSION QUESTIONS

27. What is the impact of pass/fail courses and assessments on student learning?
28. Do pass/fail courses and assessments make it more difficult for students to identify specific areas of weakness or where improvement is required?
29. If we were to have more pass/fail courses how would or should this affect students' GPA?
30. Are there other considerations about pass/fail courses – or other grading systems – we need to consider as part of future curriculum redesign?

Conclusion

The undergraduate curriculum of Te Herenga Waka—Victoria University of Wellington has developed over time to offer students choice and exposure to a wide variety of subjects of interest, and to provide staff with a level of flexibility to develop and deliver courses as appropriate to their discipline and norms. Universities are under increased pressure to ensure that they are meeting the current and future needs of students, employers and the community. As they also need to respond to rapid increase in online delivery expectations and the arrival of artificial intelligence, it is timely to take a closer and more strategic look at the ways in which our curriculum operates.

The objective of any widespread curriculum change should not be consistency for consistency's sake. Rather, we are seeking agreement that there might be some aspects of the curriculum that would benefit from a more common understanding of their meaning and usage. This could result in reduced administrative burden on University staff and systems, and increased transparency for students as they plan and undertake their studies. While the impact of matters presented here will affect individuals, programmes, schools and faculties to differing extents, the University community has a wealth of experience and expertise in these matters. Feedback around problem definition, possible solutions, and other opportunities is welcomed as the University determines the need for and likely shape of curriculum transformation.

While we can learn a great deal from the experiences of other universities who have undertaken similar exercises, the curriculum of this University needs to 'speak to us'—to our strategy, our story, and our place in the capital city of Aotearoa. This is an exciting opportunity, and we thank those who feed into the Project as it will provide us with an excellent starting point for this bigger transformation.

Next steps

Feedback on the matters raised in this discussion paper should be emailed to curriculum-mapping@vuw.ac.nz **by 5pm on 17 October 2025.**

This discussion document is being circulated widely. It is available on the Staff Intranet and is an item on the agendas of several University committees. A staff forum will also be held where questions raised can be discussed before the close of submissions.

A summary of feedback received will be collated and added as a section to the document. The revised document, including ideas and feedback received will be drawn upon for the terms of reference for projects that sit within the curriculum transformation programme of work, to commence early in 2026. At this stage the Curriculum Mapping Project will end, and next phases of the curriculum transformation programme will explore the key issues identified and possible solutions and opportunities in detail. Staff will have further opportunities to contribute and inform curriculum transformation work. This is a multi-year programme of work, which will include phases such as planning and consultation, design and development, approval and accreditation, and implementation.

Complete list of discussion questions

Respondents need not answer all questions; these are provided primarily to provoke discussion.

Point values

1. Would you support standardised points values for undergraduate courses on the schedule for all bachelor's degree at VUW?
2. If we were to seek more consistency in the points values of undergraduate courses, what value would you like to see used as the base? (e.g. 15 or 20 points, and multiples thereof, or another value)
3. Are there other considerations about points value that we need to know about as part of any future curriculum redesign?

Delivery modes

4. Is more clarity needed for staff to apply different modes of delivery? If so, what guidance would be most helpful?
5. Is more clarity needed for students about what they can expect from a certain mode of delivery? If so, which aspects could or should be clearer?
6. Are there other considerations about delivery mode we need to be aware of as part of future curriculum redesign?

Majors, minors, and specialisations

7. How should we determine what is an appropriate number of majors, minors and specialisations?
8. Do we need a more consistent approach to regulations for majors, minors and specialisations?
9. What impact is there if majors, minors, and specialisations differ in size (i.e. number of points) across programmes, levels, and faculties?
10. What is your understanding of a specialisation?
11. Do you think specialisations offer value?
12. Should VUW continue offering specialisations in the future?
13. Are there other considerations about majors, minors, and specialisations we need to consider as part of future curriculum redesign?

Mātauranga Māori and sustainability

14. Should we identify courses that contain substantial content relating to Māutauranga Māori with a view to better understanding our offerings?
15. Should we identify courses that contain substantial content relating to sustainability with a view better understanding our offerings?
16. Are there other considerations regarding the identification of courses with substantial Māutauranga Māori content we need to consider as part of future curriculum redesign?
17. Are there other considerations regarding the identification of courses with substantial sustainability content we need to consider as part of future curriculum redesign?

Assessment types

18. Would you see benefit in greater guidance to improve consistency and transparency about the types of assessments offered in different courses?
19. How should we understand and describe the volume of assessment for courses?
20. How can we know if we are under-or over-assessing student learning?
21. How will and should AI impact how we think about types of assessment?

22. Are there other considerations about assessment types we need to consider as part of our curriculum transformation programme of work?

Requisites

23. Is the current practice of using punctuation sufficient or should we move to more explicit use of words such as 'and' in course requisites?
24. Are our requisites currently too complex?
25. Are there other considerations about requisites we need to consider as part of future curriculum redesign?
26. Are we overly prescriptive or have we generally got the balance right?

Pass/Fail grading

27. What is the impact of pass/fail courses and assessments on student learning?
28. Do pass/fail courses and assessments make it more difficult for students to identify specific areas of weakness or where improvement is required?
29. If we were to have more pass/fail courses how would or should this affect students' GPA?
30. Are there other considerations about pass/fail courses – or other grading systems – we need to consider as part of future curriculum redesign?

VICTORIA UNIVERSITY OF
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CURRICULUM MAPPING PROJECT

SEP 2025

Context

- Project was initiated to understand which aspects of our undergraduate curriculum are unnecessarily complex.

- Driving principles
  - that the curriculum should provide students with suitable pathway options as their study plans and careers progress
  - that the curriculum structures and regulations should be coherent, equitable, and easy to navigate.

- Seven key themes identified for this project.

- Objective: to provoke discussion and encourage feedback to help determine the terms of reference for any future programme of work on curriculum transformation.

Project scope

1. The points value of courses
2. delivery modes of courses and qualifications
3. majors, minors, and specialisations
4. courses with Mātauranga Māori and/or sustainability content
5. different types of assessment
6. the wording of requisites
7. use of pass/fail grades.

Points value

- Undergraduate courses offered with a range of credit values, expressed as points, but not standardised across the University.

- Some students face difficulties in completing the correct number of points for their programme, and the lack of standardisation can affect their choices in multiple ways.

- Administrative workload and impact on staff.

- Would you support standardised points values for undergraduate courses on the schedule for any bachelor's degree?

- If we were to seek more consistency in the points values of undergraduate courses, what value would you like to see used as the base?

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Delivery modes

- Currently four agreed modes of delivery—blended, online, work-integrated learning, and block, but varying interpretations of these delivery modes at the course level.

- How do we ensure collective understanding of what is expected when designing a course for a particular delivery mode?

- How we communicate that information to students so that they understand how they can expect a course to be delivered?

- Is more clarity needed for staff to apply different modes of delivery? If so, what guidance would be most helpful?

- Is more clarity needed for students about what they can expect from a certain mode of delivery? If so, which aspects could or should be clearer?

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Majors, minors, and specialisations

- VUW offers many majors, minors, and specialisations at undergraduate level.
- In 2025, students enrolled in 166 'fields of study' across 19 bachelor's degrees. Two new undergraduate degrees, with more majors, minors, and specialisations will commence in 2026.
- The size and composition of majors varies across our disciplines and qualifications.
- The size and role of specialisations also varies with their definition and purpose potentially unclear.

- How should we determine what is an appropriate number of majors, minors, and specialisations?
- Do we need a more consistent approach to regulations for majors, minors, and specialisations?
- Should VUW continue offering specialisations in the future?

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Mātauranga Māori and sustainability

- Work is underway to understand how our current portfolio of undergraduate courses aligns with these two strategic priority areas.

- Having a clearer idea of offerings in these areas will help VUW to progress our strategic objectives.

- It might also support reduced duplication and the identification of courses suitable for cross-faculty enrolment.

- How we go about doing this, and then communicating what we mean by content aligned with these strategic priorities, will require coordination.

- Should we more specifically identify courses that contain substantial content relating to Mātauranga Māori?
- Should we more specifically identify courses that contain substantial content relating to sustainability?

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Assessment types

- VUW makes use of a wide range of assessment types, but we don't have a clear picture of the number and weight of these different assessment types.

- Would greater consistency in definitions and better information about the use of different assessment types help students in their course selection choices?

- It's important we think about how AI will and should impact our use of different assessment types.

- Is there benefit in greater guidance to improve consistency and transparency about different assessment types?

- How can we know if we are under- or over-assessing students?

- How will, and should, AI impact how we think about types of assessment?

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Requisites

- Pre-requisites, co-requisites, and restrictions.

- Even with current advice on formatting in the Academic Approvals Handbook, use of punctuation in requisites is complex and/ambiguous for those trying to plan programmes of study.

- Some requisites are extensive, increasing the risk of errors and the work associated with approvals and amendments to these.

- Is the current practice of using punctuation sufficient or should we move to more explicit use of words such as 'and/or' in course requisites?
- Are our requisites currently too complex and creating barriers for students?

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Pass/fail grading

- Some courses offer a pass/fail grade, which may affect students' grade point average calculations.

- Pass/fail grading may reduce student engagement.

- The focus here is not so much on specific pieces of assessment that offer pass/fail grades but on courses in their entirety.

- Relevant to consider now as the University explores more work-integrated learning courses.

- What is the impact of pass/fail courses on student learning?
- Do pass/fail courses make it more difficult for students to identify specific areas of weakness or where improvement is required?
- If we were to have more pass/fail courses how would or should this affect students' GPAs?

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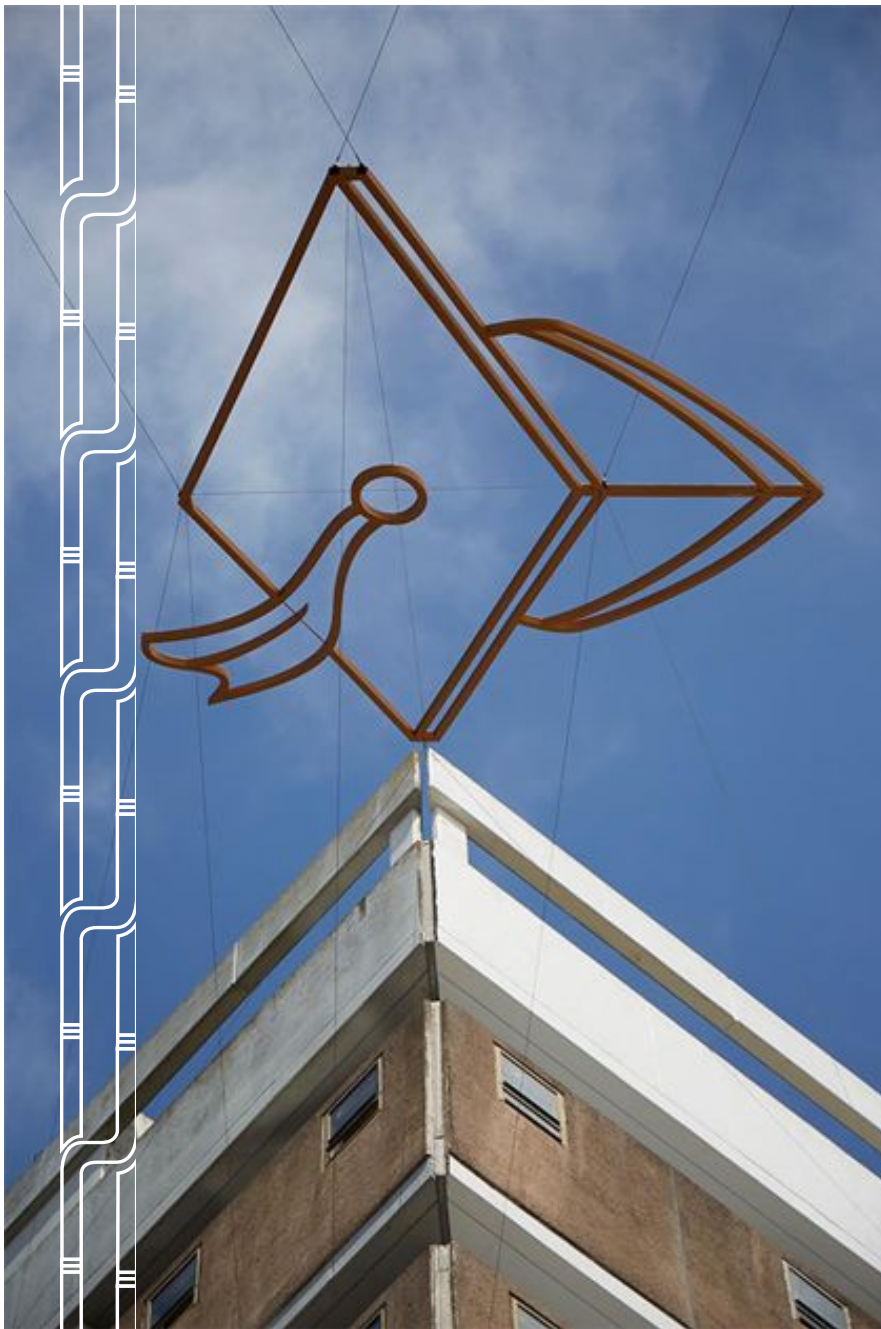
Next steps

- Document is available on the Intranet, and the key themes are being discussed across key University committees.
- Consultation is open till 5 pm on Friday 17 October.
- Submissions can be emailed to curriculum-mapping@vuw.ac.nz.
- Summary of feedback will be collated and added to this document. The revised document will be drawn upon for the terms of reference for projects that sit within the curriculum transformation programme of work in 2026.

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ACADEMIC BOARD
TE TAUMATA

VICTORIA UNIVERSITY OF WELLINGTON TE HERENGA WAKA

**Minutes of the meeting of the Academic Board
held on Tuesday, 19 August 2025 at 1.00pm
in RHLT1, Pipitea Campus**

The meeting was held face-to-face in RHLT1, Pipitea Campus and was convened by the Vice-Chancellor Professor Nic Smith. The meeting was opened with a karakia and everyone was welcomed to the meeting.

PART A

25.50   Apologies, acknowledgements and welcomes

A welcome was given to newly elected non-professorial board members:

- *Faculty of Architecture and Design Innovation*
  Tanya Ruka

- *Wellington School of Business & Government*
  Maja Krtalic

- *Faculty of Education, Health, and Psychological Sciences*
  Ally Gibson.

Apologies were taken as read (see Appendix 1).

It was noted that newly elected non-professorial members from the Faculty of Science and Engineering - John Haywood, Monica Handler, Andrew Munkacsi, and Yvette Perrott - were not acknowledged in the draft minutes of the Academic Board meeting held on 15 July. The minutes will be amended to include their names.

Members were reminded to accept calendar invitations for Academic Board meetings to assist with confirming attendance numbers.

No items were brought forward from Part B to Part A.

25.51   Vice-Chancellor Oral Report

The oral report of the Vice-Chancellor was <u>received</u>.

The upcoming Open Day on Friday 22 August is an important event for Te Herenga Waka— Victoria University of Wellington. With over 6,000 registrations, surpassing last year's record attendance, it promises to be a well-attended and vibrant occasion. This event offers a valuable on-campus experience and strengthens our connection with the wider Wellington community.

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As part of the day, new university merchandise will be available to students at subsidised prices. This initiative is being trialled based on the idea that prospective students who are inclined to purchase clothing are likely to choose our offerings. It also shifts promotional efforts away from traditional advertising like bus shelters and billboards, creating a more immersive and authentic engagement opportunity for visitors.

There have been several initiatives that showcase authentic student engagement and cross-disciplinary collaboration with events like the Shakespeare Globe Centre NZ competition (SGCNZ Victoria University of Wellington Shakespeare festivals) and the Mathswell contest (with 1,500 participants) on campus this week.

We are now a sponsor of CubaDupa. This year includes performances by the music school and integration with a 300-level management course, which uses the festival as a real-world assignment on event planning, enhancing work-integrated learning.

David Lewis who leads communications and marketing is now joined by Megan McPherson, who is praised as being one of the best university communications managers in NZ. We are aiming for a more deliberate and streamlined approach to internal communication, reducing information overload and prioritising key messages, while still respecting the need for individual teams to share their updates.

It is disappointing to see another reduction in the Marsden Fund, particularly following last year's cuts to the humanities and social sciences. This approach feels shortsighted and unlikely to deliver the long-term outcomes it aims for. It does however align with the broader shifts we are observing, as New Zealand's research funding system is on the verge of a major overhaul. We will continue to monitor developments closely.

The Vice-Chancellor recently visited Otago University, meeting with both the Vice-Chancellor of Otago University and the Vice-Chancellor of AUT, discussing expanding and strengthening the collaboration agreement between the three universities. We are now exploring opportunities beyond joint teaching programmes, including staff and student exchanges, and shared infrastructure initiatives. Over time, this could evolve into a broader collaborative effort involving many universities across New Zealand. We are now working towards signing an agreement to formalise our shared intentions.

A forthcoming report from the New Zealand Initiative examines grade inflation in New Zealand universities, highlighting a steady increase in high grades over the past two decades, a trend also seen in many other Western universities, apparently strongly noticeable after the COVID era.

There needs to be a discussion about the perennial question of course point inconsistencies. The lack of standardisation limits flexibility for students and increases workload for staff, who must fit courses into rigid 15- or 20-credit structures. It also prevents the university from adopting more modular and flexible degree structures seen at other institutions. The issue will be brought back to the Board for further consideration.

An announcement about upcoming AI forums is expected in the coming months. These forums are not intended to be definitive about AI, but rather to initiate a university-wide conversation.

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They aim to share current activities, explore opportunities, risks, and benefits, and build on existing discussions already happening across the university.

The removal of the heritage listing on 320 The Terrace opens new opportunities for the university, particularly in student accommodation. We have been exploring possibilities for some time now, driven by consistent feedback from students that accommodation is one of the major barriers to choosing Victoria University and relocating to Wellington.

So far, our work has been primarily conceptual, as outlined in some of the staff forums. The aim is to lower costs for students while enhancing quality, not only in terms of the building itself, but also by potentially setting a new benchmark that could influence the wider Wellington accommodation market. The business case for replacing the building with 500-plus student beds is anticipated to go to Council in December this year.

It was noted that:

- A final design has not yet been determined, and future possibilities will be explored with a strong focus on preserving the building's heritage and historical value.

- Ownership of the property is likely to offer a more strategic and beneficial position compared to leasing.

- It was considered more advantageous to pursue a new build rather than renovate the existing structure, given the current disrepair of the building.

Karen Smith was recognised for her work in leading the *He Kokonga Whare e Kitea* workshops, a project focused on fostering a whole-of-organisation approach to student success. Engagement from more academic staff at the workshops would be welcomed.

25.52   Written Report   AB25-67

The August 2025 DVC report was **received** from the Deputy Vice-Chancellor (Academic), Deputy Vice-Chancellor (Māori and Kaitiakitanga), Deputy Vice-Chancellor (Research), and Deputy Vice-Chancellor, (Students)**.**

Report of the Deputy Vice-Chancellor, Academic

Professor Robyn Longhurst spoke to her report which was taken as read.

The He Kokonga Institutional Readiness Survey received 440 responses from staff (an 18% response rate). Staff were thanked for their engagement.

A contract has been signed with Inspera to support digitally locked-down tests and examinations following a previously tested pilot. The rollout will begin with selected Faculty of Law courses during the Trimester 2 assessment period.

Coordinating end-of-year exams is a complex task involving around 8,000 students across T1 and T2. While early exam slots are often requested to allow more marking time, scheduling must balance various constraints, including class checks, date requests, and prioritising larger exams.

3

Te Herenga Waka has a total of four proposals in CUAP Round 3 being two new qualifications and two amendments. The third round is substantial this year with 56 proposals across all universities for peer review.

A former staff membership for *Te Pātaka Kōrero* (the library) has been introduced. This membership recognises the service of past permanent staff (minimum 3 years) and costs $90 per person per year. This allows borrowing of print materials and access to selected online databases (subject to licence agreements). It complements existing Alumni and Community Borrower memberships. Early rollout has received positive feedback. Trish Wilson and team were thanked for their good work in the library.

The new Work-Integrated Learning (WIL) administration system *InPlace* was launched in June with a few early-adopter courses using it in T2. T3 course sections are now loaded and training and support for T3 staff will begin soon. Project updates are available on the WIL intranet pages work-integrated learning.

Appreciation was given to Derek White, Alice Hodder, and the WIL team for efficiently rolling out software for WIL.

Discussion included:

- There is a strong interest in maintaining the security of in-person assessments while also supporting students who cannot attend physically. Concerns were raised about the return to handwritten exams, as many students are no longer accustomed to writing by hand. There was a query about whether the Inspera software used in Law could be extended to other areas of the university to enable secure remote assessments, and it was advised that while expansion is possible, it comes with significant costs and should not be adopted by default. Broader discussions on assessment are underway, and these conversations are seen as essential for shaping future assessment practices.

- Concerns were raised about the use of Inspera, with some students finding its surveillance features stressful and intrusive, and others believing they can bypass it. There was concern that relying on such tools could potentially disadvantage students who struggle under these conditions. It was noted that traditional exam formats are not necessarily aligned with real-world skills, and the future of assessment may need to move beyond both old-style exams and current digital solutions.

While Inspera may be useful for small groups of remote students, especially compared to labour-intensive alternatives like Zoom monitoring, its broader rollout should be approached cautiously. Some faculties, like Law, have professional requirements that necessitate exams, but many others do not. The importance of ongoing conversations about assessment practices across the university was emphasised.

Report of the Deputy Vice-Chancellor, Research

Professor Margaret Hyland spoke to her report which was taken as read.

As part of the finance model project, work has been progressing on developing guidelines for research buyouts and determining teaching relief when staff are funded by external research grants. Workshops have been held with deans, heads of school, and others and appreciation

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was given to those who participated. A draft has been shared with ADRs and deans, and the final version will soon go to Te Hiwa before wider circulation. This has been a long-awaited initiative, so it is encouraging to observe the project approaching completion.

Next week, Dr John Roche, the Prime Minister's Chief Science Advisor and chair of the PM's Science, Innovation and Technology Advisory Council, will visit. He is particularly interested in advanced technology. The visit will be an opportunity to showcase our technology capabilities and emphasise the foundational role of decades of fundamental research, as well as advocate for proper funding of the social sciences and humanities.

Report of the Deputy Vice-Chancellor, Students

Dr Logan Bannister spoke to her report which was taken as read.

Preparation is in place for a two-week Recruitment Roadshow in China this September, spanning three cities. Four faculties will be involved, and the schedule includes agent and partner meetings, alumni engagement, government meetings, key document signings, and significant media coverage.

Our international student exchange programme continues to be a strong driver of both recruitment and retention. Year 13 students can indicate interest during enrolment, typically participating in our leadership programme in Year 1, followed by a semester abroad in Year 2. Most return for Year 3, which speaks to the strength of the experience. We now have partnerships with over 140 universities worldwide.

Applications for 2026 are tracking positively and while enrolments do not open until August, the increase in application numbers is a promising sign.

Efficiency gains have been made, particularly for the school leaver cohort, through automation in admissions which has streamlined the process, and our enrolment project continues to evolve through iterative improvements.

Scholarship applications are trending upward, and Open Day attendance is also showing strong numbers. A special thanks to Liban Ali and VUWSA for their work on VUWSA's "where's the work?" campaign and for their contributions to policy/Kaupapa development—it's been good to collaborate and build connections.

If people are keen to volunteer for Open Day on Friday 22 August and haven't yet attended training, there is a session on 29 August from 1.00–3.00pm in the MC Lecture Theatre 102 for volunteers and ambassadors. If you have merchandise (hoodie, t-shirt, name badge), wear it proudly on Friday. Let's connect with our prospective whānau and make it a fantastic event.

Due to existing and prior commitments, it was suggested that future Open Day workshops be scheduled earlier to better accommodate busy schedules. It was noted that additional timing options will be explored.

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Report of the Deputy Vice-Chancellor, Māori and Kaitiakitanga

The report taken as read.

25.53   Proposals for New Programmes/Programme Amendments

The following programme amendments were <u>approved</u> by the Academic Board:

Faculty	Faculty Ref Number	Proposal Title	Reference
FADI	BDI/1	Amend the BDI Programme	AB25-68 (APC25-50)
FOSE	BSc/5, BA/9, BEnvSoc/1	Modify DEVE major; add new course GEOG 306 and modify the DEVE Major	AB25-69 (APC25-51)
FHSS	BA/8	Amendments to the English Literature major	AB25-70 (APC25-52)
FOSE	MScSoc/1, MCCSP/1, MC/1	New course; SCIS 417 Climate Change Communication to be co-taught with SCIS 317	AB25-71 (APC25-53)
WSBG	VUW/25 – BCom/3, BSc/1, GDipCom/1, BComHons/1, MCom/1	Amend undergraduate Actuarial Science curriculum	AB25-72 (APC25-61)

25.54   Repeal and replacement of the recognition of authorship policy   AB25-73

Due to the current proposal being outdated, it was recommended that the policy be repealed and replaced with a set of guidelines, as outlined in the accompanying papers. Guidelines are considered more appropriate as they offer greater detail, practical direction, and will be linked to relevant templates to support implementation.

The repeal of the Recognition of the Authorship Policy was <u>approved</u>.

25.55   Election of general staff to the Academic Board   AB25-74

At the last Academic Board meeting, Beth Smith and Heather Day were announced as elected general staff representatives. It was subsequently identified that the vote count took place 15 minutes after the official close of the election. A vote was cast in the 15 minutes that broke the tie between Okan Tan and one of the elected candidates. In light of this, it is recommended that all three candidates—Beth Smith, Heather Day, and Okan Tan—be appointed to the Academic Board for the upcoming two-year term. Since the current statute only allows for two general staff representatives, University Council approval will be sought to appoint a third member.

The appointment of a third member to the professional staff membership of the Academic Board was <u>recommended</u>, and a paper will go to the Council meeting on 8 September.

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25.56   Revised Toihuarewa Terms of Reference   AB25-75

The Terms of Reference are outdated so there is a need for a detailed review.

Members voted to <u>approve</u> the policy noting the following points, with the discussion to be recorded in the minutes to ensure follow-up with Rawinia Higgins - Tumu Ahurei - Deputy Vice-Chancellor, Māori and Kaitiakitanga - DVC Māori and Kaitiakitanga on her return from overseas travel.

- A professional staff representative commended the extension of scope to include CSUs, and asked if Māori professional staff representation could be considered, as the constitution currently includes only academic staff and student reps.

- The constitution references Associate Deans Māori (ADMs), although not all faculties currently have one. A role description now exists, and the first appointment is underway in FEHP, with other faculties expected to follow.

- Point 7 in the constitution relates to individuals involved in research or teaching with significant Māori focus, raising a question about whether this applies to non-Māori academics. The interpretation shared was that the clause is inclusive, but clarification from Rawinia is required.

25.57   Proposed school name change – Faculty of Humanities and Social Sciences (FHSS)
                                                                                     APC25-76

The recommendation that *School of Arts and Media / Te Kura Kōmanawa* be the new school names for School of English, Film, Theatre, Media and Communication, and Art History in the Faculty of Humanities and Social Sciences/Te Kura Tānga Kōrero Ingarihi, Kiriata, Whakaari, Pāpāho, Whakawhiti Kōrero, Tāhuhu Kōrero Toi was <u>endorsed</u>.

**25.58   One-year implementation report on review of media and communication (MCom)
        Programme**   AB25-77

The One Year Implementation Report Review of Media and Communication was <u>approved</u>.

PART B OF THE AGENDA

The following items, not having been brought forward, were confirmed.

25.59   Confirmation of the Minutes of the meeting held on 15 July 2025

The minutes of the Academic Board meeting (Part A and B) held on 15 July 2025 as set out in document AB25-78 (Numbers 25.34-25.47) were <u>confirmed</u>.

Note: Part C of meetings are excluded for reasons of confidentiality where applicable.

25.60   Report of the Academic Programmes Committee

The Academic Programmes Committee report of 22 July 2025 was <u>noted</u>.   AB25-79

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The meeting concluded with a Karakia Whakamutunga

Whakairia te tapu	Restrictions are moved aside
Kia wātea ai te ara	So the pathway is clear
Kia turuki whakataha ai	To return to everyday activities
Hui e! Tāiki ē!	Enriched, unified and blessed!

The meeting closed at 2.11 pm.

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Attendance

33 members attended; 7 non-members were in attendance; 15 apologies were received (refer to Appendix 1 for detailed record).

Signed: _____

      Professor Nic Smith, Vice-Chancellor

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APPENDIX 1

Appendix 1: Academic Board attendance 15 August 2025

Professor Dean Knight
Professor Graeme Austin
Professor Jane Bryson
Professor John Randal
Professor Karen Smith
Professor Karl Lofgren
Professor Margaret Hyland
Professor Nicola Nelson
Professor Paul Teesdale-Spittle
Professor Richard Arnold
Professor Robert McKay
Professor Robyn Longhurst
Professor Sally-Jane Norman
Professor Sarah Ross
Professor Brigitte Bönisch-Brednich
Professor Bryony James

Associate Professor Kathy Holloway
Associate Professor Maja Krtalic
Associate Professor Monica Handler
Associate Professor Revti Raman
Associate Professor Sasha Calhoun
Associate Professor Sue Cherrington
Associate Professor Xavier Marquez
Dr Ally Gibson
Dr Amanda Wolf
Dr Barbara Allen
Dr Helen Rook
Dr John Haywood
Dr Linda Hogg
Dr Logan Bannister
Dr Luke Chu
Liban Ali, President of VUWSA

Non-members in attendance

Anita Brady
Carol Morris
Heather Day
Kim Hann
Leigh Torode
Linda Roberts
Reece Moors
Robert Stratford

Apologies

Professor Averil Coxhead
Professor Gary Evans
Professor Hai Lin
Professor James Renwick
Professor Kate Hunter
Professor Kim Cunio
Professor Neil Dodgson
Professor Rawinia Higgins
Professor Robyn Phipps
Professor Siah Hwee Ang
Dr Andrew Munkacsi
Dr Nicola Gilmour
Dr Yvette Perrott
Meegan Hall
Jenny Wollerman

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TO	Academic Board
FROM	Robert Stratford Mata Awhinuku, Kounga me te Kaupapa Here - Manager, Quality and Policy
DATE	15 September 2025
SUBJECT	**2025 Completed GYRs** • Education – EHP • Health Psychology – EHP • Pasifika Pathways – FHSS • Fashion Design – FADI • Cybersecurity – S&E • Renewable Energy Systems – S&E • Artificial Intelligence – S&E • Data Science – S&E • Environmental Science – S&E • Indigenous Studies – TKaM • Restorative Justice Practice – WSBG • Business Administration – WSBG • Tourism Management – WSBG

Purpose

This paper presents the 2025 Graduating Year Reviews (GYRs) to Academic Board. Once these have been approved, they will subsequently be submitted to CUAP.

It is requested that the Academic Board:

Approve: The attached completed GYRs for 2025 prior to their submission to CUAP.

Background

Graduating Year Reviews are part of the external quality assurance processes the University is obliged to compete as set out in the CUAP Handbook.

This year is the first with the new GYR template. The process for approving GYRs remains the same as in previous years, as set out in the CUAP Handbook (and also in the University's Academic Reviews and Monitoring Policy – Appendix 3), however, a change has occurred with regard to data required.

CUAP have constructed a cohort-based format rather than the traditional year-on-year reporting. Meeting this requirement necessitated close collaboration between the Academic Office and the institutional data team (PaMI) to adapt reporting mechanisms within PowerBI (the University reporting system). While there were initial challenges in implementing this shift, the outcome has been a reliable, accurate dataset. Importantly, the reporting system has now been refined in a way that will significantly streamline future review processes.

GYR Timeline 2025

The following timeline sets out the next steps for the attached GYRs, subject to their approval by Academic Board:

23 September	GYR submitted to the Academic Board for approval.
1 October	Academic Office submits GYR to CUAP.
Mid October	CUAP meeting where all GYRs are considered.

Criteria for approval of GYRs

Each GYR is to be completed according to the CUAP document template. The CUAP criteria for approval of a GYR are subsequently based on those set out in the CUAP Handbook – section 6.10 (as shown below) and supported by Section 3:

Criteria for assessing Graduating Year Review reports

In assessing Graduating Year Review reports, the committee will use the criteria for programme approval set out in section 3. Particular attention will be paid in this peer review process to approval criteria 2, 4, 5, 6 and 7. (See section 3.)

The committee will be concerned mainly to verify that:

a. it has on its files a full and up-to-date statement of the institution's own review, monitoring and evaluation procedures

b. appropriate institutional review processes have been followed to an acceptable standard

c. approval criteria 2, 4, 5, 6 and 7 have been met satisfactorily, namely the adequacy of:

i. the title, aims, stated learning outcomes and coherence
ii. the acceptability of the programme and consultation

iii. regulations
iv. assessment and moderation
v. evaluation and review.

d. Any concerns raised by CUAP at the point of approval, and any required changes, have been adequately addressed.

e. The university has provided an intention to continue or discontinue the programme.

Commentary on the attached GYRs

The attached GYRs are well-presented and conform to the template guidelines provided by CUAP. They have indicated the use of appropriate review processes and that they have been successful in terms of their intended aims. Following Academic Programmes Committee, some minor edits have been attached to some of these GYRs to adhere to the concise nature of these reviews. Following Academic Board and the final advice given here, these edits will be implemented prior to CUAP submission.

Further Comments

If you have any further comments on these GYRs please feel free to contact Robert Stratford directly or bring this item forward to Part A.

VICTORIA UNIVERSITY OF WELLINGTON
TE HERENGA WAKA

Graduating Year Review

Current year	2025
Name of programme	Bachelor of Design Innovation, major in Fashion Design Technology
Identifier for the original proposal	(06) VUW/18/R2 - Bachelor of Design Innovation / Graduate Diploma in Design Innovation (Fashion Design)
Name and position of independent GYR convenor	Professor Sally Hill, Professor of Global Studies, Faculty of Humanities and Social Sciences
Name of other evaluation panel members and the positions they each hold	Dr Bruno Marques, Associate Dean (Academic Programmes), Faculty of Architecture and Design Innovation.
	Joseph Habgood, Student Representation Coordinator, VUWSA.
	Anne Niemetz, Programme Director (Academic Development), School of Design Innovation.
	Heli Salomaa, FADN Discipline Lead, School of Design Innovation

1. Programme Statement

(a) Description

In 2018 the Fashion Design Technology major commenced within the Bachelor of Design Innovation (BDI) programme. As one of the BDI majors, Fashion Design Technology comprises 360 points, including 120 major-specific points, which are typically completed over three years of full-time study. Included in this proposal was also a new Fashion specialisation to the Graduate Diploma in Design Innovation (GDip). Notably, no students have completed the GDip in Fashion (it is rare for any of the specialisations). For the purposes of this review however, the decision to continue this option for students has been tied to the continuation of the Fashion major itself. A wider set of Faculty reviews will continue to examine the role of the GDipDI qualification.

The first year of the Fashion Design Technology major includes one major-specific course *(DSDN153 Wearable Design / Hoahoa Kākahu)*, in addition to other core and elective BDI courses that lay the foundation for design principles and techniques. Second-year studies combine one major-specific core course *(FADN 201: Design Studio / Taupuni Waihanga),* one BDI design studio course, and other courses that focus on their major. The third-year studies focus on one advanced design studio course and major-specific courses, with a new requirement from 2025 for BDI students to undertake the core course *DSDN 371 Design-Research Explorations / Rangahau Hoahoa*. The Fashion Design Technology studies are completed with the required course *FADN 390 Fashion Design Technology Capstone / Whakatinana ā-Wheako Hangarau Hoahoa ā-Kākahu.*

Additionally, students are encouraged to take elective courses that support building a broader experience, or supplement the FADN major, through strategically minoring in another subject such as Industrial or Communication Design. Students in other majors wishing to minor in Fashion Design Technology may complete 60 points of courses at 200-level or above, including at least 15 points at 300-level.

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(b) Purpose

The goals of the original 2017 CUAP proposal included:

To introduce Fashion Design Technology as a new major to the Bachelor of Design Innovation (BDI) and a new specialisation to the Graduate Diploma in Design Innovation (GDipDI).	Completed
To introduce nine new courses to the BDI schedule in relation to the new subject/specialisation: DSDN 153, FADN 101, FADN 201, FADN 242, FADN 273, FADN 301, FADN 312, FADN 321, FADN 341	Completed

(c) Changes

The CUAP proposal was submitted in 2017 and approved in 2018. Since its inception, the FADN major has had two small-scale revisions, which did not require CUAP proposals involved changes in the overall course structure for the major. These changes saw the programme shift towards a common core for all the BDI majors and a focus on a diversified set of offerings in the second and third year of the programme. The content of FADN 201, 321, 331, and 390 were also adjusted. The amendments allowed additional career pathways and broader skill base for the students graduating with the FDT major and made the major more manageable for the remaining academic staff member.

(d) Te Tiriti o Waitangi

Courses in the programme include Māori Cultural perspectives in relation to Fashion Design and Technology. Specific fashion courses that have mātauranga Māori core content included are for example DSDN 153, 172, DSDN 242 and FADN 201.

2. GYR Review Processes

The FADN major is subject to an external review process as a part of the BDI. Formal feedback from students has been gathered through the university's feedback system as well as from the regular student-staff liaison meetings in the School of Design Innovation. In response to feedback, adjustments have typically been made to course content and/or delivery.

Members of the Fashion industry are also regularly invited to tutor or critique student work. The contributions from industry professionals have enabled the course content to be regularly reviewed, and any necessary recalibrations to meet the needs of both students and industry have been considered and implemented.

This information has provided a platform for the specific self-review processes informing this GYR. The self-review component of this GYR was coordinated by Anne Niemetz, Programme Director (Academic Development) and has been reviewed by the Faculty Academic Committee (Chair: Bruno Marques; Members: Robyn Phipps, Helen Andreae, Joanna Merwood-Salisbury, Zach Dodson, Leon Gurevitch, Rod Barnett, Guy Marriage, Mark Southcombe, Yiwen Cui, Elrond Burrell, Claire Freeman, Rosie Scott, Bert Aldridge, Areito Echevarria, Joseph Habgood, Rana Daoud / Namali Suraweera, Juliet Aabryn, Rikipotiki Manuel, Aaron Nonoa, Studio VUW and Yang Liu). Additionally, VUWSA collected feedback from former and current students via a small survey as well as a student focus group. This information informed the deliberations of the evaluation group (listed above).

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3. Review Outcomes

(a) Adequacy and Appropriateness

The title, aims, graduate outcomes and coherence of the programme are judged to be 'adequate and appropriate'. The Fashion Design Technology major prepares graduates with the foundations of body-focused design and production of wearable items assisted by cutting-edge technologies, that will prepare them for professional work in the creative industries related to fashion, costume and character design: fashion, stage, film and performance arts and digital industries such as game design and animation. Furthermore, the qualification provides a pathway into the School of Design Innovation's postgraduate offerings, or other postgraduate study. Student feedback indicates that the new programme leader has been doing an excellent job, and they feel well supported. Student feedback also indicated that some students felt they did not have all the skills they needed at entry, so the programme is redesigning aspects of initial courses to cater to a wider range of skill levels.

(b) Acceptability

There has been some concern from students about the overall delivery of the programme. That said, some recent changes linked to the new programme director have seen improvement in the feedback received from students. There is now more emphasis on delivering opportunities to students to acquire crafting skills, such as sewing and overlocking, early on in their studies. This is in line with student feedback which emphasised the need to make vocational skills more clearly part of the programme, or at least to better clarify to students the design emphasis of this programme compared to fashion courses from other tertiary providers.

The School has several internal self-monitoring bodies to address concerns and maintain quality control of our teaching and learning environment at critical points. The School Management Team, which includes the SODI Programme Director of Academic Development, provides broad oversight of the School's programmes and evaluates issues that arise regarding course delivery, teaching and learning resources, tutor allocations, industry involvement, and other related areas. The Faculty Academic Committee reviews new teaching and learning initiatives, curriculum, graduate attributes, and other associated proposals or concerns. The Faculty Learning and Teaching Committee oversees learning, teaching, student engagement, and related matters of student welfare. Finally, discipline leaders provide quality control at the discipline level and manage all aspects of the major's delivery. The Staff-Student Liaison Committee also meets regularly to foster dialogue between students and key academic and general staff members.

The changes that have been well received by students and VUWSA feedback shows students appreciate vocational aspects of the programme.

(c) Assessment procedures and student performance

Across the BDI, the School has implemented a flexible range of assessment tools and criteria. As the School has both practical and theoretical assessments in specific areas of knowledge, we maintain rigorous, discipline-specific assessment criteria and practices. A combination of written reports, verbal presentations, quizzes, and design outputs, such as animations, drawings, posters, both physical and digital garments and costumes, photographs or videos, reflective summaries, and blogs, is balanced across the FADN courses to build technical expertise, leadership and critical/creative thinking skills. Professional feedback is gathered through the participation of industry partners and external reviewers in assessment moderations and end-of-year exhibitions and awards. Finally, course coordinators moderate assessments with feedback from tutors. Assessment and moderation procedures are reviewed at the end of each trimester through a school-wide Teaching and Learning Review. In addition, the BDI programme is subject to Graduating Year Reviews and is part of the regular cycle of academic programme reviews for the School of Design Innovation.

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(d) Data

Table 1: Summary information on numbers enrolling and completing

Cohort	2019 Intake	2020 Intake	2021 Intake	2022 Intake	2023 Intake	2024 Intake
Total Initial Enrolment	22	24	59	35	25	25
Full-time (headcount)	18	19	47	30	21	21
Full-time %	81.8%	79.2%	79.7%	85.7%	84.0%	84.0%
Part-time (headcount)	4	5	12	5	4	4
Part-time %	18.2%	20.8%	20.3%	14.3%	16.0%	16.0%
Total initial enrolment Māori students (headcount)	3	0	6	4	5	1
Total initial enrolment Māori students %	13.6%	0.0%	10.2%	11.4%	20.0%	4.0%
Total initial enrolment Pasifika students (headcount)	2	1	2	1	0	2
Total initial enrolment Pasifika students %	9.1%	4.2%	3.4%	2.9%	0.0%	8.0%
Outcomes – Completions and Withdrawals (as at time of the review) – Headcount/% of initial intake						
Completion of qual – all students	13	12	24	12	1	0
Completion of qual %	59.1%	50.0%	40.7%	34.3%	4.0%	0.0%
Completion of qual (Māori students)	0	0	2	1	0	0
Completion of qual (Māori students) %	0.0%	0.0%	8.3%	8.3%	0.0%	#DIV/0!
Completion of qual (Pasifika students)	0	0	1	0	0	0
Withdrawn	0	0	0	0	0	0
Withdrawn %	0.0%	0.0%	0.0%	0.0%	0.0%	0%
Currently (still) enrolled	9	12	35	23	24	25
Currently (still) enrolled %	40.9%	50.0%	59.3%	65.7%	96.0%	100.0%

Note: Students in the BDI programme complete a common first year and then apply for and enter a major in second year. In the common first-year students may select an indicative major (captured above as initial enrolment), but it is only in the second year that students are accepted into a specific design major.

The numbers above do not capture students that have transferred to another major during their study, as this is not recorded as withdrawal.

The number of EFTS in the FADN major has experienced a decrease in student numbers since the inception of the major. Several constraints have impacted the programme's potential including: the impacts of COVID-19, financial sustainability, and budget constraints. Additionally, FADN student numbers in 2024 may have been impacted by the introduction of Whitecliffe's Bachelor of Sustainable Fashion Design programme. Additionally, the FADN major is not meeting the staffing levels outlined in the original CUAP proposal, which identified 3 academic staff and 1.5 technical staff. Currently most of the staffing burden rests with a single academic staff member, with support provided from a range of staff across the School.

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The School's long-term aim remains one of grass roots growth through a multidisciplinary programme that combines Fashion Design Technologies with the virtual capacities of the Animation and Game Design on the one hand and the material and product design expertise of the Industrial Design major on the other. Student feedback indicates that FADN is receiving improved feedback. There is also a plan in place to more actively recruit Māori and Pasifika students.

(e) Programme evaluations

Between the 2017 and 2022 BDI academic reviews, the FADN major was added.

In 2022 there was a programme review across the whole design programme. A recommendation from this review specifically related to the Fashion Design Technology major, was to:

work with external experts in fashion to review how this major is communicated to students, planned, delivered and assessed in the current Design Innovation programme.

This work is underway, and very much aligns to how the Faculty now communicates the relevance and distinctiveness of the major. An additional 0.5FTE of Teaching-Intensive academic staffing is also to be appointed to manage the workload and continue to refine the programme.

The ongoing monitoring and improvement of the programme will continue and the progress made with the new programme director provides a platform for the major's refinement.

There continues to be work to do to ensure that the core skills are delivered to students and that the design emphasis of this programme is well-signalled as part of the distinctiveness.

Our focus on recruiting Māori and Pasifika students to the BDI is designed to help all the majors improve student numbers for these target groups, including Fashion Design technology.

The next review for this qualification is scheduled for 2029.

(f) Continuation or discontinuation

The Fashion Design Technology major has faced numerous challenging situations since its inception, but it has proven that it can adapt and innovate to become the new fashion, design, and technology degree in New Zealand. As such, the university intends to continue the major and work towards solidifying its standing within the School, in New Zealand, and internationally. The Head of School is supportive of a Fashion Design Technology programme that has many opportunities ahead of it with the capacity to grow with exciting cross fertilisation between both Industrial Design (materials), Game and Animation Design (virtual) and Media Design (technologies). After a period of disruption there is real opportunity for this programme to grow its research and teaching platforms.

Dean approval for continuation

Dean: Robyn Phipps   Recorded by Yang Liu

Date: 1 July 2025

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Graduating Year Review

Current year	2025
Name of programme	Master of Education
Identifier for the original proposal	(13) VUW/20/R1 - MEd/2 – Master of Education
Name of independent GYR convenor	N/A
Name of evaluation panel members	N/A

1. Programme Statement

(a) Description

In 2020, an application was made to CUAP to add 14 specialisations to the Master of Education (MEd) to provide clearer pathways to students undertaking the qualification and recognise the specialist areas of study undertaken by students.

(b) Purpose

The specialisations were removed as they were found to be overwhelming for students. Students were especially disappointed that specialisations did not appear on qualification certificates. The monitoring of student completion of the requirements for specialisations was also time consuming, and when courses were not offered/cancelled it became complicated and costly to find individual alternatives to help students meet specialisation requirements.

Subsequently, the decision was made to discontinue the approach taken in the 2020 proposal 13 VUW/20 – MEd/2.

In 2024 (VUW/24 MEd/1), a CUAP application was approved to amend the regulations of the MEd to:

(i) reduce and realign courses offered with the qualification,

(ii) to replace 14 specialisations with 6 majors (Child and Adolescent Development and Learning; Educational Leadership; Education Policy; Māori Education; Pacific Education; Teaching and Learning);

(iii) to remove the abandonment clause for the PG Cert; and

(iv) to clarify entry requirements relevant to current context and remove old prerequisite requirements.

2. GYR Review Processes

These changes are now in place. A Graduating Year Review (likely 2028) will formally consider the effectiveness of these changes.

3. Review Outcomes

The numbers of students enrolling in the MEd programme have remained consistent since the 2020 amendment. However, the number of students choosing to enroll in and graduate with the new majors is low and they do not appear to be popular with students. We will continue to monitor the acceptability and sustainability of the majors and consider whether they should be removed for similar reasons to the issues with the specialisations. Offering a streamlined MEd programme, with

no majors and fewer courses would make the courses offered more sustainable, less likely to be cancelled due to low numbers, and reduce staff workload. The programme's next review is expected to happen in 2027.

Dean approval for continuation

Dean: David Harper
Date: 26/06/2025

Graduating Year Review

Current year	**2025**
Name of programme	Master of Health Psychology, Postgraduate Diploma and Postgraduate Certificate in Health Psychology
Identifier for the original proposal	VUW/20/R1 – MHlthPsyc/1, PGDipHlthPsyc/1, PGCertHlthPsyc/1
Name and position of independent GYR convenor	Simon Mackenzie – Head of School, School of Social and Cultural Studies
Name of other evaluation panel members and the positions they each hold	Helen Rook – Deputy Dean Te Pukenga Wai

1.   Programme Statement

(a)   Description

The Postgraduate Certificate in Health Psychology consists of courses worth at least 60 points selected from the MHlthPsy schedule, including at least 30 points from HPSY501-504 and 30 further points from the MHlthPsy schedule and other approved 400- and 500-level courses in related subjects.

The Postgraduate Diploma in Health Psychology consists of courses worth at least 120 points selected from the MHlthPsy schedule, including HPSYC 501, 502, and 504 and 60 further points from the MHlthPsyc schedule and other approved 400- and 500-level courses in related subjects.

The Master of Health Psychology consists of two parts. The first is the satisfactory completion of a PGDipHlthPsy with an average grade of B+ and the second is a 120-point research thesis (HPSY591).

(b)   Purpose

The Master of Health Psychology provides a postgraduate pathway for Victoria University of Wellington's Psychology and Health Psychology graduates and attracts Psychology graduates from other Universities locally and internationally. The Postgraduate Certificate in Health Psychology and the Postgraduate Diploma in Health Psychology are nested within the Master programme as self-contained qualifications and can stand alone, or act as a steppingstone to the Master of Health Psychology. The Master of Health Psychology and its nested qualifications were designed to offer a holistic, critical and contextualised psychology of health, wellbeing and illness, with particular emphasis on relevance to Aotearoa New Zealand and the needs of Māori, Pasifika and diverse communities. The programme provides a pathway to registration as a psychologist and other professional roles. Employment options for graduates of the Master of Health Psychology (or Postgraduate Certificate or Diploma in Health Psychology) who do not proceed to the Postgraduate Diploma in Health Psychology Practice include health promotion, health policy, public health, other mental health and wellbeing roles in community and non-governmental agencies, as well as doctoral study and academic/research careers.

(c)   Changes

The average grade required for entry to the Master of Health Psychology has moved from a B to a B+ to remove a discrepancy in entry requirements between the Year 1 of the MHPSY and the MHPSY thesis year. An average grade requirement of B has been added to the entry requirements of the Postgraduate Diploma in Health Psychology.A new course, HPSY506 Special Topic Introduction to

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Assessment and Brief Intervention Skills, is being offered in 2025 to provide additional skills in professional practice and intervention. This elective will help to prepare interested graduates for professional practice pathways post-Masters and responds to student feedback requesting more practical and applied training from the programme's taught offerings.

(d) Te Tiriti o Waitangi

The programme supports the University's *Māori Strategic Outcomes Framework/Mai i te Iho ki te Pae* framework by recruiting and supporting Māori students to achieve success (e.g. through providing tauira Māori with access to supervision from Māori scholars), encouraging Indigenous research/scholarship and preparing graduates to contribute to hauora Māori and equitable, Tiriti-informed health psychology practice. This programme engages mātauranga Māori, tikanga Māori and Indigenous psychologies in the teaching of health psychology. All HPSY-coded postgraduate taught courses include one or more classes focussed on mātauranga Māori, hauora Māori and/or Te Tiriti o Waitangi. Cultural safety, respectful engagement in te ao Māori and an in-depth understanding of Te Tiriti o Waitangi are a particular focus of HPSY503. In addition, mātauranga Māori and Indigenous psychologies feature across a range of other lectures in all courses, along with consideration of context, culture and privilege, including reflection on students' own whakapapa, heritage and relationships to coloniality. To differing degrees, our core postgraduate teaching team engage with tikanga in the classroom (e.g. opening and closing with karakia; facilitating students' ability to waiata; exploring and teaching te reo Māori pronunciation/key concepts in te ao Māori during class).

2. GYR Review Processes

VUW's Academic Office provided the independent student feedback and consultation on the programme via an online survey and an online focus group. A total of 27 students from four different cohorts (2021-2024) provided feedback. The participation of students across four cohorts means that student feedback is not necessarily reflective of the programme in 2025 (for example, after a period of turnover, our staffing is now stable). The evaluation group consists of Prof Simon Mackenzie, Dr. Helen Rook, and Jackson Smeed-Tauroa. HPSY staff provided input via a workshop meeting and linked discussions (e.g., a team audit of our engagement with Mātauranga Māori and Indigenous psychologies across our postgraduate teaching, led by Dr Gloria Fraser). Enrolment tracking and insights were provided by Academic Office.

3. Review Outcomes

(a) Adequacy and Appropriateness

The programme's title, aims, graduate outcomes, and overall coherence are appropriate. The MHPSY, PGDip, and PGCert form a clear pathway to a 120-point thesis, with strong enrolment and completion rates. The Master of Health Psychology and its nested qualifications provide a robust suite of offerings that prepare graduates as critical thinkers with a contextualised approach to health psychology. A focus on mātauranga Māori, Indigenous psychologies, and diversity (gender, sexuality, migration, disability) is evident across the curriculum. Students are supported to connect health and illness behaviours with wider social, cultural, and commercial determinants of health, and many progress to professional practice pathways, doctoral study, or roles in health agencies in Aotearoa and internationally. The programme aims to attract students from Māori, Pasifika, and diverse communities, and enrolment data show good representation of Māori (around 12%) and other under-represented groups, with ongoing work to further strengthen participation.

(b) Acceptability

The programme has shown strong and ongoing acceptability to students across diverse demographics. Over its five years of delivery, students consistently report enjoying the intellectual stimulation, *manaaki*, and social justice orientation of the core courses. Formal course evaluations confirm this, with core offerings rated 1.1/5 for quality in 2025 (1 being the highest score), well above the University average of 1.7/5. Students also tell us they feel welcomed, respected, and encouraged to extend their

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thinking. Student feedback is actively sought and responded to through both formal course and lecturer evaluations and informal mechanisms such as student representatives, cohort gatherings, and regular contact with the Thesis Coordinator. Structured events, including thesis orientations and international postgraduate welcomes, further provide opportunities to clarify expectations and address student concerns. The graduate profile is being achieved. Over 90% of students report that the programme enables a holistic and culturally appropriate approach to health psychology and prepares them for research through courses such as HPSY504 and HSPY591. Externally examined theses and coursework show that graduates act with professional integrity, demonstrate critical thinking, and can articulate national and international challenges for the discipline. Ongoing curriculum mapping ensures alignment with graduate attributes, with adjustments such as the introduction of a new special topics course made in response to identified needs.

(c) Assessment procedures and student performance

The MHPSY and its nested qualifications include a range of formative and summative assessment modalities that allow students to develop and demonstrate skills that link to the graduate profile. Current assessment includes research proposal; journal article review; critical literature review; recorded/live oral presentation; case study; in-class test; reflective journal; mock consultation; weekly discussion forum posts; research evaluation; research poster/abstract; thesis.

Assessments are peer reviewed in line with the School of Health's learning and teaching committee procedures. Assessments are designed to limit the impacts of AI, for example, through invigilated tests, assessment focussed on personal reflections and responses to content rather than factual summaries, as well as using Turnitin and carefully checking reference lists for false AI-generated references in essays. All MHPSY theses are assessed by two examiners, one internal to the University and one external to the University.

(d) Data

Table 1: Summary information on numbers enrolling and completing (MHlthPsy)

Cohort	2021 Intake	2022 Intake	2023 Intake	2024 Intake
Total Initial Enrolment	25	25	25	33
Full-time (headcount)	19	18	16	21
Full-time %	76.0%	72.0%	64.0%	63.6%
Part-time (headcount)	6	7	9	12
Part-time %	24.0%	28.0%	36.0%	36.4%
Total initial enrolment Māori students (headcount)	3	4	2	4
Total initial enrolment Māori students %	12.0%	16.0%	8.0%	12.1%
Outcomes – Completions and Withdrawals (as at time of the review) – Headcount/% of initial intake				
Completion of qual – all students	19	20	16	17
Completion of qual %	76.0%	80.0%	64.0%	51.5%
Completion of qual (Māori students)	2	4	2	2
Completion of qual (Māori students) %	10.5%	20.0%	12.5%	11.8%
Withdrawn	0	0	0	0
Withdrawn %	0.0%	0.0%	0.0%	0%
Currently (still) enrolled	6	5	9	16
Currently (still) enrolled %	24.0%	20.0%	36.0%	48.5%

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Table 2: Summary information on numbers enrolling and completing (PGDipPsy)

Cohort	2021 Intake	2022 Intake	2023 Intake	2024 Intake
Total Initial Enrolment	19	12	10	14
Full-time (headcount)	11	6	3	10
Full-time %	57.9%	50.0%	30.0%	71.4%
Part-time (headcount)	8	6	7	4
Part-time %	42.1%	50.0%	70.0%	28.6%
Total initial enrolment Māori students (headcount)	0	0	0	1
Total initial enrolment Māori students %	0.0%	0.0%	0.0%	7.1%
Outcomes – Completions and Withdrawals (as at time of the review) – Headcount/% of initial intake				
Completion of qual – all students	12	7	6	10
Completion of qual %	63.2%	58.3%	60.0%	71.4%
Completion of qual (Māori students)	0	0	0	0
Completion of qual (Māori students) %	0.0%	0.0%	0.0%	0.0%
Withdrawn	0	0	0	0
Withdrawn %	0.0%	0.0%	0.0%	0%
Currently (still) enrolled	7	5	4	4
Currently (still) enrolled %	36.8%	41.7%	40.0%	28.6%

Table 3: Summary information on numbers enrolling and completing (PGCertPsy)

Cohort	2021 Intake	2022 Intake	2023 Intake	2024 Intake
Total Initial Enrolment	3	5	5	4
Full-time (headcount)	0	2	0	1
Full-time %	0.0%	40.0%	0.0%	25.0%
Part-time (headcount)	3	3	5	3
Part-time %	100.0%	60.0%	100.0%	75.0%
Total initial enrolment Māori students (headcount)	0	0	1	0
Total initial enrolment Māori students %	0.0%	0.0%	20.0%	0.0%
Outcomes – Completions and Withdrawals (as at time of the review) – Headcount/% of initial intake				
Completion of qual – all students	2	4	4	3
Completion of qual %	66.7%	80.0%	80.0%	75.0%
Completion of qual (Māori students)	0	0	1	0
Completion of qual (Māori students) %	0.0%	0.0%	25.0%	0.0%

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Withdrawn	0	0	0	0
Withdrawn %	0.0%	0.0%	0.0%	0%
Currently (still) enrolled	1	1	1	1
Currently (still) enrolled %	33.3%	20.0%	20.0%	25.0%

(e)   Programme evaluations

The MHPSY and nested qualifications has been implemented according to its intended goals. We are providing a multidisciplinary and Aotearoa-specific postgraduate health psychology programme that prepares students for diverse roles across the public and private sector as well as a professional practice pathway. The changes we have made to the programme entry requirements distinguishes the three offerings and provides students with clarity around realistic study pathways. We need to sustain and extend our focus on mātauranga Māori and Indigenous psychologies and enhance our attention to Pacific psychologies in order to achieve our goal of offering a genuinely contextualised health psychology programme that foregrounds context, power and place. We will also continue to strengthen our team's cultural responsiveness, and work to diversify our team as opportunities for new hires are available to us. This will also assist us in continuing to attract more Māori and Pasifika students into our programme, and into the psychology workforce more generally. We also need to continue to develop and crucially, *resource* our programme's efforts to ensure that all students have a consistently positive and professional experiences with supervision. Several steps in this direction are currently underway.

(f)   Continuation or discontinuation

Dean approval for continuation

Dean: David Harper

Date: 26 June 2025

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Graduating Year Review

Current year	**2025**
Name of programme	Pasifika Pathways Programme
Identifier for the original proposal	VUW/18 – DUS/1
Name and position of independent GYR convenor	Associate Professor Amanda Wolf, AD (Learning and Teaching) WSBG
Name of other evaluation panel members and the positions they each hold	Associate Professor Xavier Marquez, AD (Academic Programmes) FHSS Isabella Tuuilalo-Tapu, Graduate of the Programme

1.   Programme Statement

(a)   Description

The Pasifika Pathways Programme (PASP) is a 120-point Level 5 Diploma in University Studies (DipUniStudies) set up in 2018, with the first cohort enrolling in 2020. The programme currently comprises the following courses:

In Trimester 1 students take:

- PASP 001 Career Pathways
- PASP 002 University Pathways
- PASI 101 The Pacific Heritage

In Trimester 2 students take:

- PASP 102 Pacific Nations Education (co-taught with EDUC 224)
- PASP 103 Academic Study Skills A (co-taught with MAOR 103) or
- PASP 104 Academic Study Skills B (co-taught with MAOR 104)
- One course from a list of electives drawn from across the university: FCOM 111, FHSS 103, FHSS 110, MAOR 123, MDIA 102, MGMT 101, QUAN 102, SCIS 101 or STAT 193

(b)   Purpose

Te Herenga Waka-Victoria University of Wellington established the Pasifika Pathways Programme as an initiative to enable more Pasifika students to enrol at the University. It is designed to increase Pasifika student numbers at Victoria University of Wellington by providing Pasifika students without University Entrance with a pre-degree pathway into tertiary study. This programme is a counterpart to the existing Tohu Māoritanga qualification for Māori students.

The Pasifika Pathways programme aims to provide a culturally responsive foundation in academic study to students who may not have met the University Entrance. According to research, Pasifika students tend to be guided and motivated more by a desire to support their family and to gain an education in order to give back to their family, community or society to a greater extent than students from other ethnic backgrounds.[1] The Pasifika Pathways programme has been tailored to address wider cultural attitudes to teaching and learning across ethnic groups by acknowledging the importance of collectivism (shared learning, group work and family/community involvement within this programme).

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[1] Theodore, R., Taumoepeau, M., Tustin, K., Gollop, M., Unasa, C., Kokaua, J., Taylor, N., Ramrakha, S., Hunter, J., &

Poulton, R. (2018). Pacific university graduates in New Zealand: what helps and hinders completion.
AlterNative: An International Journal of Indigenous Peoples, *14*(2), 138-146.

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Upon completion, students graduate with a Diploma of University Studies. Continuing students can cross-credit up to 60 points from the Diploma to a Bachelor of Arts. For any other bachelor's degree they may be able to cross-credit up to 40 points from the Diploma.

(c) Changes

The programme was internally reviewed in 2022 as part of a wider evaluation of provisional enrolment programmes in the university. As a result, the decision was taken to continue the programme. A number of recommendations were made, which are being explored by the current Programme Director, including making WRIT 101 a compulsory course in Trimester 1 in place of PASI 101. This was trialled in 2024 as it was felt by the current Director that a course to develop academic writing skills was essential for future academic progress of these students. The regulations have not yet been changed to reflect this as it is a trial at this stage.

We try to be flexible to accommodate students' study interests and have expanded the range of electives to include courses in Health, Psychology, Philosophy, Sociology and Business, but are also willing to accommodate other requests on the part of the students.

(d) Te Tiriti o Waitangi

The programme is directly linked to kaupapa Māori Teaching methodologies through its co-teaching connections between PASP 103 and 104 which are co-taught with MAOR 103 and MAOR 104 respectively. Students will also have the opportunity to take the Māori Studies course MAOR 123 *Te Iwi Māori me ana Tikanga / Māori Culture and Society* as an elective course.

2. GYR Review Processes

This GYR was rescheduled from 2024 to 2025, since the current PASP Director has only been full-time in the role since January 2024 (renewed for 2025 on a one-year contract). The approach taken in 2025 followed the guidelines provided by the VUW Academic Office. The self-review was prepared by the Head of School and the Director. Student feedback was collected in 2024 and 2025 through VUWSA. Six students completed the detailed survey and one other was interviewed for this review. The chair of the independent review panel was Amanda Wolf from the Wellington School of Business and Government.

3. Review Outcomes

(a) Adequacy and Appropriateness

The title, aims, graduate outcomes and coherence of the whole programme remain adequate, noting the intention of the programme to proceed to make some changes in the curriculum, based on learners' experiences to date. In addition to lacking university entrance, admission regulations require the permission of the Head of School, which allows the programme to carefully consider each application case by case. As a pre-degree qualification, criteria such as recognition of prior learning do not apply. Students who fail course/s are permitted to re-enrol, recognising the challenges of a transition from school to university and the often-competing pressures on students.

(b) Acceptability

We have no concerns about the acceptability of the programme to the students and academic community. Student feedback has been mostly positive and constructive. We note the willingness from a range of academic programmes to support the students with guest lectures.

(c) Assessment procedures and student performance

Assessment in the programme is weighted toward written work. Both students and the Director note the importance of introducing more variety in the assessment, including additional formats and numeracy assessments.

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(d)   Data

Table 1: Summary information on numbers enrolling and completing*

Cohort	2021 Intake	2022 Intake	2023 Intake	2024 Intake
Total Initial Enrolment	22	27	21	36
Full-time (headcount)	15	23	20	28
Full-time %	68.20%	85.20%	95.20%	77.80%
Part-time (headcount)	7	4	1	8
Part-time %	31.80%	14.80%	4.80%	22.20%
Total initial enrolment Pasifika students (headcount)	21	27	21	36
Total initial enrolment Pasifika students %	95.50%	100.00%	100.00%	100.00%
Total initial enrolment Māori students (headcount)	2	0	0	2
Total initial enrolment Māori students %	9.10%	0.00%	0.00%	5.60%
Outcomes – Completions and Withdrawals (as at time of the review) – Headcount/% of initial intake				
Completion of qual – all students	14	24	18	25
Completion of qual %	63.60%	88.90%	85.70%	69.40%
Completion of qual (Pasifika students)	13	24	18	25
Completion of qual (Pasifika students) %	92.90%	100.00%	100.00%	100.00%
Completion of qual (Māori students)	2	0	0	1
Completion of qual (Māori students) %	14.30%	0.00%	0.00%	4.00%
Withdrawn	0	0	0	0
Withdrawn %	0.00%	0.00%	0.00%	0%
Currently (still) enrolled	8	3	3	11
Currently (still) enrolled %	36.40%	11.10%	14.30%	30.60%

The data shows good numbers of students undertaking this qualification. Completions are high, particularly given the number of students who are progressing to a Bachelors qualification.

(e)   Programme evaluations

There have not been any external reviews.

The programme is a valued component to the university's commitment to the success of Pasifika learners. It is clearly on an improvement trajectory in 2024. Continued dedicated support is essential to realise the full potential of the programme: it is currently too 'fragile' given the objectives. We endorse the intention to pursue a curriculum redesign to strengthen the cohort experience, while diversifying the set of academic skills introduced.

The programme will be reviewed internally two years after the modified curriculum is introduced. The next programme wide review of this content is scheduled for 2027.

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(f)   Summary statement

For the period from the start of the programme until August 2022, the programme was under the leadership of a full-time Programme Director. Given the challenges and structural inequalities many students faced even before the advent of Covid-19, and a declining pass rate for Pasifika students in degree programmes across the university over the years pertaining to this review (see the Achievement Data spreadsheet and Appendix 3), the results from 2020 to mid-2022 demonstrated that the programme succeeded in supporting Pasifika students who might never otherwise have considered university study to explore this option, and in many cases to take up the opportunity for future study. Covid-19 created additional barriers for students and for the programme itself and online or dual delivery proved to be very counterproductive for this cohort.

In 2022 and 2023 the university undertook to review the provisional entry offerings for students without University Entrance (including the Pasifika Pathways programme), which led to a significant level of uncertainty around the staffing of the Programme after the Director's resignation. From August 2022 until January 2024, the programme was staffed by teaching fellows (either part-time or full time) employed on a trimester-by-trimester basis. This lack of strong, on-going, experienced leadership has necessarily had an impact on these achievement results as the programme is heavily reliant on the personal contact between Director and students to build a strong cohort.

It is important to note that improved results in both enrolments and outcomes have begun to show as a result of having an experienced full-time Director in post again since 2024, after a leadership gap of 18 months. From January 2024, the current Programme Director (Edna Tuitupou) who is on a fixed-term one-year contract and is very experienced in the area of foundation studies, initiated a stringent programme of interviewing and enhanced publicity for the programme. She reports that, as a result, the 2024 cohort is larger and much stronger academically and she looks forward to seeing them achieve highly in their future degree studies. She trialled the inclusion of WRIT101 in the programme in 2024 and has made other changes to the entry processes (see below). She is also seeking to further tighten up the academic requirements for entry to the programme.

For the Pasifika Pathways programme to succeed, its current Director, Edna Tuitupou, strongly believes in the importance of two key elements: stringent entry criteria supported thorough an interview process and essential academic skills training during the first trimester. The interview is vital to ensure students are ready for the programme's demands and to ensure they understand the required commitment.

The Head of School and the Programme Director have identified two essential factors for ensuring that improvement continues:
1. As the data have shown, sustained and consistent resourcing is required so that the Programme Director can continue to develop and promote the programme;
2. It is also advisable to strengthen the cohort experience by the inclusion of a new PASP-designated course (or courses) in Trimester 2. One course might well include numeracy training for students so that they have further options when completing the programme. This and the inclusion of WRIT 101 in the formal programme would require a programme change proposal.

(g)   Continuation or discontinuation

Continuation is recommended.

Dean approval for continuation

Dean: Professor Averil Coxhead

Date: 26 June 2025

4

Graduating Year Review

Current year	2025
Name of programme	Introduce a Postgraduate programme in Artificial Intelligence (BSc(Hons), MSc, MAI, PGDipSc, PGCertSc)
Identifier for the original proposal	08 VUW 20 MAI-1
Name and position of independent GYR convenor	Tuakana Metuarau (Programme Director, Game Design, Faculty of Architecture and Design Innovation)
Name of other evaluation panel members and the positions they each hold	Maria DaRocha (student) Stuart Marshall (Associate Dean, Faculty of Science and Engineering)
Programme Director	**Dr Aaron Chen**
Head of School	**Dr Craig Watterson**, School of Engineering and Computer Science

1. Programme Statement

(a) Description

Postgraduate qualifications in Artificial Intelligence (AI) were introduced in 2021 to address the increasing demand for a workforce with advanced knowledge of AI techniques, and their uses in the real-world applications. This proposal introduced the Master of AI (MAI), as well as an Artificial Intelligence as a new major in BSc(Hons), MSc, PGDipSc and PGCertSc

In this GYR the focus is primarily on the MAI as it is overwhelmingly the qualification sought by students.

The MAI programme is a 180-point taught Master's degree offered at Victoria University of Wellington (VUW). It combines strong theoretical foundations with practical skills, focusing on both professional and research-based learning. The programme includes coursework covering core AI techniques and specialised topics such as machine learning, deep learning, probabilistic modelling, text mining, and big data, and a research essay (AIML501) and research project (AIML589).

Part 1 – 120 points in AIML 430 and three further courses from AIML 425-440. 30 further points from: AIML 420-489, EEEN 422, EEEN 430. 30 further points from: AIML 400-499, COMP 400-499, DATA 400-

499, EEEN 422, EEEN 430, SWEN 400-499, NWEN 400-499, STAT 432, STAT 452.

Part 2 – Research Essay in Artificial Intelligence (AIML 501) + Research Project (AIML 589) (60 points)

(b) Purpose

The MAI aims to equip graduates with advanced AI knowledge and practical skills to solve real-world problems. The programme has attracted both local and international students, many of whom have transitioned into careers in industry, government, and academia.

MAI combines coursework and research, including: (i) core AI subjects such as machine learning, deep learning, NLP, and big data; (ii) a research essay evaluating AI methods and applications; and (iii) a major research project, often in collaboration with industry or research groups. These components build both technical expertise and critical thinking.

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While designed as a professional qualification, the MAI has also prepared graduates for PhD study, proving its academic strength. The programme has fostered strong industry engagement, with students working on real-world projects across sectors (e.g., NIWA, Wētā FX, Harmonic Analytics). These partnerships have enhanced students' practical experience and supported their transition into AI-focused roles in both public and private sectors.

(c)   Changes

There have been no significant changes.

(d)   Te Tiriti o Waitangi

This programme provides a unique opportunity in NZ for Māori graduates to gain formal expertise in AI. One course in the new programme (AIML430) helps all students explore the range of ways that AI can be applied in society and the social implications and ethical issues that may arise. While the course attempts to explicitly address applications and implications of relevance for Māori, to ensure that the graduates of the programme will be equipped to contribute their AI expertise to the Māori community in an informed and constructive way, student feedback indicates this is still lacking and needs to be reinforced in subsequent offerings.

2.   GYR Review Processes

A self-review panel was coordinated by Prof. Richard Arnold (Deputy Head of School), the Programme Director and a subgroup of members of the Centre for Data Science and Artificial Intelligence (CDSAI) Advisory Board: Kate Kolich (KK), [Head of Data and AI, Contact Energy]; Finlay Thompson (FT), [Director Data Science, Dragonfly Data Science]; Chris Cornelison (CC), [Chief Science Capability Officer, Cawthron Institute].

Following creation of the self-review report, an evaluation panel consisting of A/Dean Dr Stuart Marshall, Dr Tuakana Metuarau (Programme Director of the BDI(Game) major in the Faculty of Architecture and Design Innovation) and Maria da Rocha (student representative) met and discussed the report, the student association (VUWSA) student survey and grade and enrolment data, and made edits to the GYR.

3.   Review Outcomes

(a)   Adequacy and Appropriateness

i. Title, Aims, Graduate Outcomes, and Coherence of the Programme

The MAI remains a well-aligned and appropriate title, accurately reflecting the programme's focus on advanced AI concepts and real-world applications. Its goal to equip graduates with strong technical knowledge, practical experience, and preparation for careers in industry or further research remains highly relevant given AI's growing impact across sectors.

Feedback from the advisory panel strongly supported the programme's objectives. One member stated, "Yes, I consider the programme to have suitable goals and a curriculum that will develop appropriate graduate attributes for employment or further study/research".

ii. Regulations for Admission, Credit for Previous Study, Recognition of Prior Learning, and Programme Structure

The current admission criteria, requiring a Bachelor's degree with at least a B average, are generally appropriate and ensure students have a solid foundation in computational thinking. However, feedback from students and panel members pointed to a need for clearer communication around prerequisites. As one panellist noted, "It became clear that not everyone was entering with the same base knowledge… there could be a bit more emphasis on the need to know or have a level of proficiency in certain programming languages or mathematics".

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The panel viewed current credit recognition and flexibility policies positively, noting they allow students to tailor their learning while maintaining academic standards. The programme structure also supports a logical progression from coursework to research. Panellists recommended regularly reviewing course content to reflect evolving industry needs. One commented, "It might be sensible for the department to review the technology choices regularly".

(b) Acceptability

The ongoing acceptability of the MAI programme within academic, industrial, and professional communities is supported by strong endorsements from members of the CDSAI Advisory Board, several of whom employ its graduates. Finlay Thompson of Dragonfly Science affirmed, "The goals of the programme are sensible, and the graduate profiles are good," and emphasised the importance of maintaining mathematical depth to support graduate development. Chris Cornelison of the Cawthron Institute stated, "I consider the programme to have suitable goals and a curriculum that will develop appropriate graduate attributes for employment or further study/research," highlighting its relevance for both careers and academic pathways.

Graduates have progressed into roles across government and industry, including New Zealand Foreign Affairs and Trade, Ministry of Education, Quotable Value Limited, and Harmonic Analytics, demonstrating the real-world applicability of their skills. These outcomes align well with the VUW Graduate Profile, particularly in critical thinking, technical competence, communication, and problem-solving. Student feedback during the panel session further supported the programme's strengths, citing high-quality teaching, strong research opportunities, and a curriculum that fosters professional growth. Comments such as "many of the students spoke very highly of their overall experience" and "high calibre of researchers and teaching staff" reflect the programme's strong academic standing.

(c) Assessment procedures and student performance

Courses AIML 420 to 431 are lecture-based with assignments and programming projects, while AIML 440, 441, 487, 501, 589, and 591 involve individually supervised work. In AIML 430, students give a professional presentation on an AI-related topic. They are also required to submit reports discussing the social, ethical, and sustainability implications of applying AI to real-world problems. The MAI programme uses a mix of assignments, projects, and final exams, with exams typically accounting for 40–60% of the final grade. Another major component is the research project, comprising a 15-point essay and a 45-point technical report, individually supervised and assessed by academic staff.

MAI students complete their studies at different times of the year, depending on their start date. Final grades, along with the award of Distinction, Merit, or Pass, are determined by a committee comprising the MAI programme director, the programme director for undergraduate AI programmes, the associate dean, and the deputy head of school.

(d) Data

Table 1 has data for the Master of AI.

Data for Students undertaking a Master of Science (AI), Bachelor of Science Honours (AI), Postgraduate Diploma in Science (AI), Postgraduate Certificate in Science (AI) were also used in this review and represented not an insignificant number of students. For the purpose of this GYR, however, the Master of AI data has been spotlighted. Other data can be provided to CUAP if required.

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Table 1: Summary information on numbers enrolling and completing

Cohort	2021 Intake	2022 Intake	2023 Intake	2024 Intake
Total Initial Enrolment	17	17	7	22
Full-time (headcount)	6	1	2	7
Full-time %	35.3%	5.9%	28.6%	31.8%
Part-time (headcount)	11	16	5	15
Part-time %	64.7%	94.1%	71.4%	68.2%
Total initial enrolment Māori students (headcount)	0	0	0	1
Total initial enrolment Māori students %	0.0%	0.0%	0.0%	4.5%
Outcomes – Completions and Withdrawals (as at time of the review) – Headcount/% of initial intake				
Completion of qual – all students	10	11	4	12
Completion of qual %	58.8%	64.7%	57.1%	54.5%
Completion of qual (Māori students)	0	0	0	1
Completion of qual (Māori students) %	0.0%	0.0%	0.0%	8.3%
Withdrawn	0	0	0	0
Withdrawn %	0.0%	0.0%	0.0%	0%
Currently (still) enrolled	7	6	3	10
Currently (still) enrolled %	41.2%	35.3%	42.9%	45.5%

Enrolment data show steady growth, peaking at 22 students in 2024, with strong numbers in 2021, 2022, and 2024, reflecting sustained interest and effective recruitment. A high proportion of part-time students highlights the programme's flexibility and accessibility, while full-time enrolments demonstrate its appeal to a diverse student body. Completion rates are solid, with 10 or more graduates in most years and no withdrawals, indicating strong student engagement and effective programme support. Overall, the data affirm the programme's attractiveness, flexibility, and success in supporting students through to completion. Numbers across other qualifications between 2021-2024 have smaller cohorts; The Master of Science majoring in AI totals eight completions, while the Bachelor of Science (Honours) is slightly more popular, totalling 12 completions. The Postgraduate Diploma and Certificate in Science majoring in AI total four and seven completions respectively.

(e)   Programme evaluations

This programme has not been subject to accreditation reviews or an academic programme review. The next programme review will include a focus on Artificial Intelligence, and this will take place in 2026.

We briefly summarise key areas for improvement and the actions being taken in response.

- **Clarity on Prerequisites and Assumed Knowledge:** Advisory board members and student representatives noted variation in students' backgrounds in mathematics, programming, and system setup. Pre-enrolment communications will be updated to clearly outline expected proficiency in Python, mathematics, and relevant AI tools. Where needed, bridging resources or recommended preparatory materials will be provided before courses begin.

- **Industry-Relevant Technologies and Tools:** Panel members recommended incorporating modern cloud-native technologies and data governance practices (e.g., Snowflake, Redshift, data catalogues). The use of older technologies such as Hadoop can also be reviewed. The staff

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will review courses like AIML427 to integrate current tools, data management practices, and foundational knowledge of workplace data governance.

- **Group Work and Communication Skills:** Feedback highlighted the importance of teamwork to reflect real-world practice. While AIML430 includes group activities, more work is needed to ensure the group work is truly reflective of real-world practice, and that assessment procedures properly reflect individual contributions. The school will review courses to ensure group work is appropriately assessed and will emphasise developing students' verbal and written communication, especially in explaining AI to non-specialists. The feasibility of group research projects in Part 2 (AIML501/589) will also be reviewed.

- **Broader Ethical and Real-World Contexts:** Although AIML430 covers ethics and AI implications, panellists recommended maintaining or expanding this focus to ensure students grasp ethical, governance, and societal issues. AIML430 will remain a core course, with content reviewed regularly to keep ethical topics and real-world case studies prominent.

- **Connection to Mātauranga Māori and Te ao Māori**: student feedback indicated that students themselves did not see the relevance of AI to mātauranga Māori or te ao Māori, and this needs to be explained better by staff so that graduates are better prepared to use and apply AI in an Aotearoa NZ context. A continuation of AIML430 could be created for a Responsible AI and Explainable AI, and that could also lead into more on Mātauranga Māori, filling a need for a genuinely authentic practical application of Mātauranga Māori to appeal to students.

- **Assessment:** it was noted by the evaluation panel that student feedback had identified some issues with assessment feedback that indicated deeper feedback needed to be provided earlier. Quicker turn out will be monitored, with the University expecting a maximum of a three week turn around. AIML430 was cited as a course that already does this well. Marking rubrics will also be strengthened to improve clarity for the students.

(f) Continuation or discontinuation

The University intends to continue this programme.

Dean approval for continuation

Dean:

Date: 30 June 2025

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Graduating Year Review

Current year	**2025**
Name of programme	Bachelor of Engineering with Honours Cybersecurity Engineering – BE(Hons) CYBR
Identifier for the original proposal	07 – VUW/18 – BE(Hons)/1, (Cybersecurity Engineering)
Name and position of independent GYR convenor	Professor Marc Wilson (A/Dean Faculty of Education, Health and Psychological Sciences)
Name of other evaluation panel members and the positions they each hold	Dr Stuart Marshall (A/Dean Faculty of Science and Engineering) Mr Arnav Dogra (Student representative)

1. Programme Statement

(a) Description

The Bachelor of Engineering with Honours (BE(Hons)) in Cybersecurity Engineering was introduced in 2019 to address the increasing demand for technically skilled cybersecurity professionals in Aotearoa New Zealand and globally.

The BE(Hons) consists of two major parts. Part 1 is the Engineering first year foundational courses taken by both Software Engineering and Cybersecurity Engineering students. Part 2 include 200-level and above courses related to Engineering context and practice as well as Cybersecurity major specific courses. Courses are at levels 7 & 8 in the NZQF.

Part 1 is 105 points of foundational work that includes Java programming (COMP102, 103), Foundations of Cybersecurity (CYBR171), Engineering Technology and Design (ENGR101, 110) and Engineering Mathematics courses (ENGR121, 123). There is space within the first year for Cybersecurity Engineering Students to take one course from the BE Schedule or outside it and many students take Introduction to Artificial Intelligence (AIML 131).

Part 2 includes core engineering courses taken by all majors (ENGR201, 301, 302, 401 and 489), and courses shared with the software engineering major (COMP261, SWEN221, CYBR271, NWEN241, NWEN243, SWEN225 or one course from MATH 200-299), specialist cybersecurity courses (CYBR371, 372, 373, 471, 472 and 473) and one course from a list of elective courses (MATH324, NWEN301, 302, 303, 304, SWEN 324 or 326).

(b) Purpose

Cybersecurity is a discipline of growing significance as the digital information and computer systems upon which modern society relies are increasingly vulnerable to attack. There is a marked shortage of cybersecurity professionals, both within New Zealand and internationally. The proposed major has been designed to address this gap by producing graduates with both breadth and depth of knowledge in cybersecurity, thereby enhancing their employability in sectors such as professional services, banking, cyber-operations centres, network management, and software development.

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The stated aims have largely been realised through the implementation of specialist courses, including cybersecurity fundamentals (CYBR171), code security (CYBR271), system and network security (CYBR371), applied cryptography (CYBR372), governance, risk and compliance (CYBR373), cybersecurity attack and defence techniques (CYBR471), cybercrime investigations (CYBR472), and malware analysis (CYBR473). These courses provide a comprehensive introduction to cybersecurity, emphasising authentic assessment and alignment with industry best practice. A review of the first graduating cohort shows that all eight candidates have secured roles directly within the cybersecurity domain, including positions such as infrastructure engineer, cybersecurity consultants, cybersecurity engineer, security operations manager, cybersecurity analysts, and practice lead for information security.

(c)   Changes

The Washington Accord, against which the major is accredited, has recently changed (a significant change being an increase in sustainability considerations) and in 2025-2026, the Faculty will propose a new graduate profile for the major to reflect the changes in the Accord's graduate attributes.

(d)   Te Tiriti o Waitangi

The original CUAP proposal stated two main opportunities for including a Māori worldview and content in the proposal: (1) Geography – many standard examples in security textbooks used to motivate student learning are drawn from the northern hemisphere rather than being positioned in Aotearoa; (2) Culture – social engineering attacks exploit societal norms and ignoring Aotearoa's bicultural society would ignore potential attack vectors.

The proposal specifically highlighted three courses: CYBR 171, CYBR 373 and ENGR 401. Of these three, the first two have been (partially) successful in incorporating te ao Māori and a Māori worldview, especially through the use of contextual examples. The school has identified that more needs to be done in ENGR 401 (Engineering Practice). Currently the focus here is on understanding te Tiriti o Waitangi, but should be engaging at a deeper level with te ao Māori.

2.   GYR Review Processes

The Cybersecurity major was re-accredited by Engineering NZ in 2024 under the Washington Accord until 2030, pending an internal curriculum review. The Washington Accord is the main accord for four-year Engineering degrees globally. Engineering NZ will visit in 2030 to re-accredit. The 2024 re-accreditation informed a GYR self-review led by Programme Director A/Prof Ian Welch.

An external evaluation panel including Prof Marc Wilson (A/Dean in the external Faculty of Education, Health, and Psychological Science), Stuart Marshall (A/Dean in the Faculty of Science and Engineering) and Arnav Dogra (student representative on the Faculty of Science and Engineering's Academic, Teaching & Learning Committee) met with the Programme to evaluate information provided and formed an assessment of the programme.

Student feedback was provided by the Victoria University of Wellington Student Association (VUWSA) on the Bachelor of Engineering with Honours programme, and the appointed student representative also sourced feedback directly from current Cybersecurity students.

Industry feedback was acquired during the 2024 re-accreditation process and helped form the programme Director's self-review, although this was not directly seen by the evaluation panel.

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3.   Review Outcomes

(a)   Adequacy and Appropriateness

Aims: The aims of the major suitably emphasise theoretical, technical, and practical understanding of Cybersecurity.

Graduate Outcomes: Graduates are positioned to secure jobs in cybersecurity as evidenced by an analysis of the employment of the first graduating year. Progression to Master's and PhD has not occurred, but this is in line with the general experience that local students favour employment over further study. We do have four industry PhD students working on projects related to hardware security, incident response, safety and security, and Māori Data Governance frameworks.

Coherence: Initial benchmarking of the programme against the UK Cybersecurity Body of Knowledge (CYBOK) indicates that the programme is coherent and appropriate with some opportunities to update material to consider hardware and formal security as well as recent industry developments.

Integration of practical/work-based components: Most courses illustrate technical concepts with real-world examples and there is incorporation of authentic assessment, for example CYBR 472 involves investigation of a methamphetamine importation ring and have an industry person provide guidance on how to prepare reports to support expert testimony. We also integrate Mātauranga Māori into first- and third-year cybersecurity courses as well as offer ENGR 489 projects working on projects that aim to benefit and support Māori community aspirations.

Progression: Students can progress to second year Engineering as long as they meet the B average requirement for the Part 1 courses. Students who cannot progress have the option of switching to a BSc and completing a cybersecurity specialisation. The downside of this switch is that they cannot take the advanced industry-relevant fourth year courses.

(b)   Acceptability

Cybersecurity Engineering (CYBR) was granted accreditation for six years, subject to a curriculum/body of knowledge refresh by 31 December 2025 for the CYBR major.

Graduates have gone to roles in Te Whatu Ora Ministry of Health, ACC, Xero, DEFEND, Amazon Sydney, Deloitte New Zealand, Bastion Security and CyberCX. Several of these students have returned to contribute to our courses. Alumni from Deloitte have run cybersecurity simulations for CYBR 373 and others have given guest lectures for CYBR 171 related to penetration testing.

A concern raised by CUAP was the difficulties of staffing the programme and keeping it current. Since approval we have seen four staff hired – two lecturers, an assistant lecturer and a technical programmer. However, during the period 2022-2023 both lecturers resigned to move overseas, and the assistant lecturer's fixed term contract ended. At the same time two senior lecturers were hired, with one starting in 2022 and the other 2025. During this period, it has been difficult to update courses and respond to changes.

(c)   Assessment procedures and student performance

Teaching activities incorporated into the cybersecurity major include lectures (most courses), workshops (CYBR 373) and lab work (most courses). Methods of assessment in our courses include tests (first, second and third year), assignments (most courses), presentations with interviews (CYBR 271, 373, 471, 472), and group work (CYBR 373, 471). The diversity of assessment methods is intended to also ensure that students gain proficiency in communicating results both in writing and orally. We have introduced more group work after comments from the assessment panel. We would like to involve industry more in assessment although making this scale is a challenge. We have also introduced more interviews to reflect the increased use of LLMs to write reports and solve problems.

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(d)   Data

Table 1: Summary information on numbers enrolling and completing

Cohort	2019 Intake	2020 Intake	2021 Intake	2022 Intake	2023 Intake	2024 Intake
Total Initial Enrolment	39	34	22	31	36	33
Full-time (headcount)	37	29	16	24	30	29
Full-time %	94.9%	85.3%	72.7%	77.4%	83.3%	87.9%
Part-time (headcount)	2	5	6	7	6	4
Part-time %	5.1%	14.7%	27.3%	22.6%	16.7%	12.1%
Total initial enrolment Māori students (headcount)	4	4	1	0	1	2
Total initial enrolment Māori students %	10.3%	11.8%	4.5%	0.0%	2.8%	6.1%
Outcomes – Completions and Withdrawals (as at time of the review) – Headcount/% of initial intake						
Completion of qual – all students	13	5	8	7	0	0
Completion of qual %	33.3%	14.7%	36.4%	22.6%	0.0%	0.0%
Completion of qual (Māori students)	1	0	0	0	0	0
Completion of qual (Māori students) %	7.7%	0.0%	0.0%	0.0%	#DIV/0!	#DIV/0!
Withdrawn	0	0	0	0	0	0
Withdrawn %	0.0%	0.0%	0.0%	0.0%	0.0%	0%
Currently (still) enrolled	26	29	14	24	36	33
Currently (still) enrolled %	66.7%	85.3%	63.6%	77.4%	100.0%	100.0%

Numbers for the Cybersecurity Engineering programme have been strong and are now beginning to reach parity with the sister Software Engineering programme in first year. Students can easily switch between these two majors in their first two years as the early courses are near-identical. 300- and 400- CYBR courses are popular electives for SWEN students. An increasing number of final year project students is proving difficult to supervise for a small group of cybersecurity staff. Note: in 2019, some students already enrolled in second year retroactively switched from SWEN to CYBR.

(e)   Programme evaluations

The major is under an ongoing curriculum review as part of a re-accreditation process by Engineering NZ. This is due to finish in December 2025, and the major will apply for re-accreditation in 2030.

The panel noted that student feedback showed a positive assessment of the content of the cybersecurity core courses, however there are ongoing issues in course coordination that the school

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needs to rectify. This may, in part, be caused by low staffing levels in the major compared to other majors, however since the courses have been previously taught, some of the issues around late release of assessment and lecture material cannot be solely explained by that.

The panel also notes that the student feedback indicated that SWEN221 and COMP261 may not be entirely fit for purpose for the CYBR students, and the panel notes that as part of the curriculum review underway for Engineering New Zealand, that a re-assessment of the balance of core CYBR course across 1st/2nd year (2 courses) and 3rd/4th year (6 courses) be done.

The panel also notes that while of the three engineering majors CYBR is likely the best at including Mātauranga Māori, significantly more can be done here and also for Pasifika perspectives, and this could be better systemically incorporated into courses common and core to both the CYBR and SWEN majors.

(f)   Continuation or discontinuation

Dean approval for continuation

Dean: Nicola Nelson, Dean of Science and Engineering

Date: 8 August 2025

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Graduating Year Review

Current year	2025
Name of programme	New taught master's degree in Data Science; Add Data Science as a subject in the PGCertSc, PGDipSc, BSc(Hons) and MSc.
Identifier for the original proposal	(05) VUW 20 – MDataSc/1 (05) VUW/20/R1 - MDataSc/1 MSc/4 (05) VUW/20/R1 - MDataSc/1 BSc(Hons)/14 (05) VUW/20/R1 - MDataSc/1 PGCertSc/3 (05) VUW/20/R1 - MDataSc/1 PGDipSc/3
Name and position of independent GYR convenor	Tuakana Metuarau (Programme Director, Game Design, Faculty of Architecture and Design Innovation)
Name of other evaluation panel members and the positions they each hold	Maria DaRocha (Masters' student) Stuart Marshall (Associate Dean, Faculty of Science and Engineering)
Programme Director	Dr Ryan Admiraal
Head of School	Prof Ivy Liu, School of Mathematics and Statistics

1.   Programme Statement

(a)   Description

Postgraduate qualifications in Data Science were introduced in 2021 to address the increasing demand for a workforce possessing advanced knowledge of techniques of data science, including machine learning and statistical methods, and their uses in the world of big data. These include the Master of Data Science (MDataSc) as well as a number of more general postgraduate qualifications (PhD, Master of Science [120 points research masters], Postgraduate Diploma, Postgraduate Certificate, and Honours). This report will primarily focus on the MDataSc, as it was the primary emphasis of the original proposal and is overwhelmingly the qualification sought by applicants.

The Master of Data Science is a taught Master's degree consisting of two parts. Part 1 consists of 60 points of foundational coursework from AIML 420 and DATA 471-475 (all courses at NZQCF L8).Students with a first degree in Data Science are exempt from Part 1 courses. Part 2 consists of 180 points of advanced coursework with required courses including the courses AIML 427, STAT 432, STAT 438 (NZQCF L8), and DATA 501 (NZQCF L9); the research courses DATA 480 and DATA 487; and the 30-point work placement course DATA 581. Students must additionally complete an additional AI paper as well as another 45 points from 400-level AIML, COMP, DATA, MATH, and STAT courses.

The research courses (DATA 480 and DATA 487) and work placement course (DATA 581) replicated the successful format of similar courses previously introduced for the Master of Applied Statistics (STAT 480, STAT 487, STAT 581). Recent changes to Artificial Intelligence courses have required some minor restructuring of the degree, but strong relations and clear communication between the data science and AI and machine learning groups has helped us navigate those changes with relative ease.

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(b)   Purpose

Postgraduate Data Science generally, and the Master of Data Science specifically, seeks to*:* develop the practical skills and knowledge to work in data rich environments and extend skills and knowledge in Machine Learning, Big Data, software design, and an understanding of the relevant underlying mathematical and statistical methods; ensure that graduates have a theoretical and practical understanding of Data Science, and skill and experience with a range of practical software tools; and produce graduates who are ready and able to work in complex, data-rich settings in the state sector and in industry, or to continue into further research.

The extent to which these have been achieved is as follows. Courses in Big Data (AIML 427), machine learning (AIML 421 [discontinued], DATA 475 [new from 2025], AIML 429), software design (DATA 501), and statistics (DATA 473, STAT 432, STAT 438) provide a solid foundation in the fundamentals of data science. Most courses include a computational component, and students gain proficiency in key programming languages used in data science, including Python, R, and SQL.

The work placement course DAT A581 provides hands on experience of in the state sector and/or industry, and research courses DATA 480 and DATA 487 expose students to research in data science. Feedback from both students and host organisations regarding DATA 581 suggest that students are well prepared for work as data scientists and well-trained in current data science methods.

(c)   Changes

DATA 474 (Simulation & Modelling) has not been offered the last two years due to staff shortages, and DATA 475 (Machine Learning Methods) has been added to address other course changes.

(d)   Te Tiriti o Waitangi

Data Science provides new lenses and new opportunities for Māori to tell their stories, collect and connect new data sources, and inform and assist Māori social, cultural and economic autonomy and success. All students in the postgraduate Data Science programme learn about the unique characteristics of working with data collected by, for and about Māori, and how the principles of Te Tiriti o Waitangi apply: in particular, the considerations of Māori data sovereignty in data collection, transfer, storage and publication.

Case studies of current research in this area include projects such as the identification of iwi membership from historical records, the integration of hapū knowledge of their fisheries into national fisheries management, creation of digital interfaces and data management systems using te reo Māori, and the treatment of information taonga such as whakapapa.

2.   GYR Review Processes

A self-review panel was coordinated by Prof. Richard Arnold (Deputy Head of School), the Programme Director and a subgroup of members of the Centre for Data Science and Artificial Intelligence (CDSAI) Advisory Board: Kate Kolich (KK), [Head of Data and AI, Contact Energy]; Finlay Thompson (FT), [Director Data Science, Dragonfly Data Science]; Chris Cornelison (CC), [Chief Science Capability Officer, Cawthron Institute].

Following creation of the self-review report, an evaluation panel consisting of A/Dean Dr Stuart Marshall, Dr Tuakana Metuarau (Programme Director of the BDI(Game) major in the Faculty of Architecture and Design Innovation) and Maria da Rocha (student representative) met and discussed the report, the student association (VUWSA) student survey and grade and enrolment data, and made edits to the GYR.

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3.   Review Outcomes

(a)   Adequacy and Appropriateness

Aims: The aims of the programme emphasise theoretical, technical, and practical understanding of Data Science. The review panel all agreed that the goals of the programme were suitable.

Graduate Outcomes: Graduates are well positioned to secure jobs in a variety of sectors, including industry, government, and consultancies. The work integrated learning course DATA581 in many cases is used by organisations to gain a competitive advantage in hiring graduates. The programme includes a solid theoretical foundation and research meaning that graduates are also well prepared to continue academic studies through a PhD or MSc. Six students are now enrolled in a PhD (two who first completed a VUW Data Science postgraduate qualification). The review panel agreed that graduate outcomes were appropriate, although noted that it would be good to have "extra focus on ethical data use" and Māori data sovereignty across multiple courses. They also advocated for "more cross disciplinary options [to put] course work into the context of a specific domain."

Coherence: The sequencing and structure of courses contributing to the Master of Data Science was carefully considered to provide a logical scaffolding of learning that covers key aspects of Data Science. The review panel again agreed that the curriculum was coherent and comprehensive, although they noted that, based on their meeting with current and former students, "It would be good to ensure prerequisites and required level of knowledge in certain subject (e.g., maths, experience with Python) are clearly communicated to those entering the MSc programme." (This was an area for improvement identified by the survey of students as well.) They recommended building in some flexibility in the degree to allow for filling in of gaps in knowledge.

Integration of practical/work-based components: Most courses illustrate technical content with real-world examples. Some courses involve in-depth applied projects and require report writing and/or presentations. These are to help students transitions from an academic setting to a work setting.

The work integrated learning course further provides experience in applying theory and technical skills in specific sectors. The review panel noted "*Really good to see DATA 581 has work integrated learning. This is excellent preparation for the workplace*." The review panel indicated that they felt that "*more concrete, real world applications are desirable*." A survey of students recommended "more practical coding and programming work, and more support for learning these skills."

Progression: A variety of factors, most prominently previous academic performance, are taken into consideration in deciding whether or not to admit an applicant to the Master of Data Science.

Consequently, progression rates are high, as should be expected. Cases of non-progression can largely be attributed to personal issues that students have experienced as opposed to lack of suitability of the programme for these students or inadequate academic or pastoral support.

(b)   Acceptability

The review panel, including employers of new graduates, endorsed the programme's acceptability to industry. Finlay Thompson noted "This is a good programme and has suitable overall goals and graduate attributes." Chris Cornelison noted "Generally I consider the programme to appropriately equip students for the workforce and/or research career. While the degree is described as research-led, the curriculum includes real world projects, which I feel is valuable and should be emphasised."

Students completing the programme have gone to roles in the Ministry of Health, MBIE, Dragonfly Science and the data science consultancy Dot Loves Data to name a few. Their success demonstrates the development of the skills and knowledge referred to in the Graduate Profile.

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(c)   Assessment procedures and student performance

Teaching activities incorporated in MDataSc courses include lectures (most courses), workshops (DATA 480, DATA 501), and work integrated learning (DATA 581). Although lectures are the primary method by which teaching is carried out, workshops play an important role in courses where learning occurs through group discussion and collaboration.

Methods of assessment incorporated in our courses include:

Assignments	Most courses
Tests	Most courses
Project Report	DATA 472, DATA 473, DATA 480, DATA 501
Research Report	DATA 487
Presentations	DATA 472, DATA 480, DATA 581
Software Development	DATA 472, DATA 501

The diversity of assessment methods is intended to also ensure that students gain proficiency in communicating results both in writing and orally. The review panel noted the importance of including group work, as data scientists commonly work as part of teams with domain experts.

(d)   Data

Table 1 contains data for the Master of Data Science, for which EFTS predictions in the original CUAP proposal were based.

Table 1: Summary information on numbers enrolling and completing the Master of Data Science

Cohort	2021 Intake	2022 Intake	2023 Intake	2024 Intake
Total Initial Enrolment	9	9	5	13
Full-time (headcount)	2	3	2	2
Full-time %	22.2%	33.3%	40.0%	15.4%
Part-time (headcount)	7	6	3	11
Part-time %	77.8%	66.7%	60.0%	84.6%
Total initial enrolment Māori students (headcount)	1	1	0	0
Total initial enrolment Māori students %	11.1%	11.1%	0.0%	0.0%
Outcomes – Completions and Withdrawals (as at time of the review) – Headcount/% of initial intake				
Completion of qual – all students	5	3	4	8
Completion of qual %	55.6%	33.3%	80.0%	61.5%
Completion of qual (Māori students)	1	0	0	0
Completion of qual (Māori students) %	20.0%	0.0%	0.0%	0.0%
Withdrawn	0	0	0	0
Withdrawn %	0.0%	0.0%	0.0%	0%
Currently (still) enrolled	4	6	1	5
Currently (still) enrolled %	44.4%	66.7%	20.0%	38.5%

Student enrolment numbers are increasing, with completions of the qualification following suit. The Master of Data Science is the most popular qualification, with completion numbers across other

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qualifications majoring in Data Science totaling marginal contributions (i.e., BSc(Hons)(DS) has one completion, and the PGDipSc(DS) and PGCertSc(DS) have three each).

(e)   Programme evaluations

Judgements: We briefly address comments that were provided on areas for improvement for postgraduate Data Science programmes.

- **Data ethics and Māori data sovereignty:** Students will be encouraged to take AIML 430 (Applications and Implications of AI, which includes ethical considerations). A module devoted to data ethics and Māori data sovereignty will be incorporated in DATA480.

- **Cross disciplinary coursework options:** We will explore courses offered by disciplines outside of Data Science, Statistics, and AI/ML to allow as electives.

- **Prerequisites and required/assumed knowledge:** The Programme Director will clearly communicate to incoming students the level of Data Science, Statistics, and Computer Science (including, for example, proficiency in Python and R) that is assumed for Part 1 courses. Where gaps are identified, the Programme Director will provide suitable options to address those gaps prior to commencing studies at VUW. The Programme Director will periodically follow up to ascertain whether the sequencing of and prerequisites for courses are appropriate.

- **More concrete real-world problems:** We will ensure that all Data Science courses use problems from a range of sectors, with real world data, to demonstrate the application of methods. We will also include more practical coding in the more-computational courses.

- **Group work:** The school will explore options for group work in courses that include projects. This includes the possibility of groups of students working together on a project as part of the workplace practicum course DATA581 and other courses that include a group project (DATA 472, DATA 473, DATA 480, DATA 501).

- **Feedback:** greater consistency will be applied in the speed and depth of assessment feedback between Data Science courses and AI courses, as it was noted by students that AI courses (other than the noted exception of AIML430) on average provided less feedback.

The next review for this set of programmes is scheduled for 2027.

(f)   Continuation or discontinuation

The University intends to continue this programme.

Dean approval for continuation

Dean: _____

Date: 30 June 2025

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Graduating Year Review

Current year	2025
Name of programme	Master of Environmental Science (MEnvSc)
	Master of Science Environmental Science (MSc EnvSc)
	Postgraduate Diploma in Science Environmental Science (PGDipSc EnvSc)
	Postgraduate Certificate in Science Environmental Science (PGCertSc EnvSc)
Identifier for the original proposal	05 VUW/18 – MEnvSc/1, MSc/1, PGDipSc/1, PGCertSc/1 (Environmental Science)
Name and position of independent GYR convenor	Prof John Randal (A/Dean, Wellington School of Business of Government + Director of Teaching Intensive Pathway)
Name of other evaluation panel members and the positions they each hold	Stuart Marshall (A/Dean Faculty of Science and Engineering)
	Maggie Frew (2025 graduate of MEnvSci, working at Wellington Water)

1. Programme Statement

(a) Description

The MEnvSc is taught full-time (12 months) or part-time (2-3 years), delivered in two parts. Part 1 prescribes ENSC401 (Advanced Topic in Environmental Science), ENSC402 (Perspectives in Environmental Science in Aotearoa New Zealand), and ENSC485 (Environmental Science Research Essay). Part 2 consists of either ENSC510 (Environmental Science Research Project), a 60-point research project, or ENSC511 (Environmental Science Placement and Project), a 60-point work placement.

The main programme is the 180-point Master of Environmental Science (MEnvSc). If prospective students do not meet entry requirements, they are directed to the 60-point Postgraduate Certificate (PGCertSc EnvSc) or the 120-point Postgraduate Diploma (PGDipSc EnvSc). The PGCertSc EnvSc and PGDipSc EnvSc are based on the structure of Part 1 of the MEnvSc.

The MSc EnvSc also follows a two-part structure. Part 1 of the MSc EnvSc has the same course requirements as the MEnvSc, except that a research preparation course (ESCI580) is required within the 120 points. Part 2 of the MSc EnvSc consists of a 120-point thesis. The PGCertSc EnvSc (60 points) and PGDipSc EnvSc (120 points) variants are based on the structure of part 1 of the MEnvSc.

(b) Purpose

The 180-point Master of Environmental Science (MEnvSc) has been successfully established, alongside the introduction of Environmental Science as a subject within the MSc, PGDipSc, and PGCertSc. All nine new ENSC courses have been created and delivered, with some adjustments made to content and delivery in response to feedback.

The qualifications aim to equip students with the skills and knowledge needed to address critical environmental issues facing Aotearoa New Zealand and the wider world. Graduates will have a solid understanding of the tools and techniques essential for tackling significant environmental challenges, whether in the environmental science sector or research. The programme is designed to foster the

growth of key environmental science skills (e.g., data analysis, field work, research skills, writing, and communication), along with relevant elective courses from related disciplines. The required courses for the qualifications specifically target data analysis, research skills, writing, and communication, enabling the programmes to largely achieve their goals. Field work and other essential subjects, such as law, policy, and te ao Māori, are supported through electives.

Enrolment, graduation, and employment outcomes indicate the programmes are meeting their aims, with positive feedback from students and stakeholders. However, staffing shortages have constrained guaranteed field and lab work, made practical experience dependent on elective choices, and limited specialist expertise in areas such as GIS, remote sensing, catchment modelling, and policy. Māori perspectives are included but could be strengthened within compulsory courses. Overall, the programmes are operating as intended and remain relevant to student, industry, and academic needs.

(c) Changes

The changes include the following: ENSC402 has been adjusted to adopt a more global perspective, and ENSC485 has transitioned from a one-on-one academic mentorship format to a more traditional classroom structure. The selection of elective courses has been updated to reflect changes in the available options and now includes suitable additions from Physical Geography and Geographic Information Science.

(d) Te Tiriti o Waitangi

Based on student feedback, The EnvSc team demonstrates manaakitanga, whanaungatanga, and kōwhiringa through a supportive teaching approach, strong cohort connections, and flexible pathways, including options to study with Te Kawa a Maui. Examples include essays on the Māori calendar in ENSC485 and placements in ENSC511 with a kaupapa on harakeke and raranga. While ENSC402 integrates mātauranga and indigenous knowledge, Māori perspectives in compulsory courses could be strengthened, e.g., a data sovereignty module in ENSC401. The programme aligns with its commitment to exploring Māori understandings and perspectives through course content, guest lectures, iwi collaborations, and projects that address issues relevant to Māori communities.

2. GYR Review Processes

The EnvSc teaching team, comprising Andrew Rees (Programme Director) and Dan Sinclair, met to conduct a self-review of the programmes. Following this, Andrew Rees drafted a review of the MEnvSc and associated degrees, incorporating student feedback from course and lecturer surveys as well as general impressions from stakeholder organisations involved in work placements. The student feedback includes members from the 2021 to 2025 cohorts. An external evaluation panel, which was convened by Prof John Randal (WSBG) and included Stuart Marshall (Engineering and Computer Science) and Maggie Frew (recent graduate), met to discuss the self-review document provided by the Programme, and added comments to the document before it going to the Faculty of Science and Engineering Board Meeting. Paragraphs in italics are direct inserts by the evaluation panel.

3. Review Outcomes

(a) Adequacy and Appropriateness

Regarding "Title, aims, graduate outcomes and coherence of the whole programme", the Master of Environmental Science title is appropriate, as the field is recognised globally and naturally follows on from THW-VUW's undergraduate major in environmental science. By focusing on key skills such as data analysis, research, writing, and communication, the MEnvSc addresses an employment gap in Aotearoa New Zealand.

Due to understaffing, the MEnvSc has lost its ability to guarantee field and lab work. Students undertaking a research project (ENSC510) will likely develop these skills, although placement students (ENSC511) may not necessarily engage in either. Student feedback recommends more fieldwork, field

trips, and strengthening the practical aspects of the programme. The absence of a specialist environmental scientist in this role has hindered efforts to enhance underdeveloped skills in the programme, such as GIS, remote sensing, catchment modelling, and a comprehensive understanding of the policy that underpins decision-making.

The programme progresses from structured coursework to a capstone work placement or research project. Most students opt for the work placement, which has been highly successful due to its strong connections with stakeholders in Greater Wellington. Student feedback and industry partner feedback indicate students gained valuable, real-world experience through placements.

(b)   Acceptability

The postgraduate EnvSc offerings remain suitable for students as well as academic, industrial, and professional communities. Based on enrolments, students continue to pursue an academic pathway. Some have found positions in central or local government, industry, research, or non-governmental organisations, based on LinkedIn profiles. Academic credibility is also reinforced by consistently favourable evaluations of student work by academics outside the EnvSc team.

Feedback from students has been gathered through traditional channels, including course and lecturer surveys, class representatives, and informal conversations. Students generally express a positive outlook on the programme and show enthusiasm for the courses, degree structure, and teaching team. Based on graduate destinations, informal feedback from host institutions and employers, and courses designed to target specific attributes, the graduate profile is being achieved.

(c)   Assessment procedures and student performance

The assessment methods have been refined since the programmes began, and the team typically adjusts assignments in consultation with the Te Kōtuinga Mātauranga Centre for Academic Development. Compulsory courses feature staged assessments that evaluate both process and product. Many assessments are personalised, linking concepts to unique case studies. Additionally, there are verbal assessments, including Q&A sessions and group work. The ongoing graduate success and feedback from employers demonstrate that this approach to assessment remains fit for purpose. Each assessment includes a rubric that students can access from the start of the course. Post-assessment moderation occurs within the EnvSc team, with a selection of major assignments evaluated by a member not affiliated with the respective course. Work placements and research projects are assessed by the course coordinator, informed by feedback from host organisation supervisors and an independent THW-VUW assessor. Overall, achievement appears consistent over the years included in the analysis. Students need a B average or higher from their bachelor's degree for admission. These standards are generally upheld throughout postgraduate study. Most students graduate with Merit or Distinction, and no student has failed the postgraduate programme**.**

(d)   Data

While enrolments generally meet expectations, the EnvSc team believes they could be higher with additional support. Although the EnvSc offerings mostly achieve their stated objectives, there is currently no capacity to expand content to include other vital aspects of environmental science. The intake and completion data are typical for programmes of this type, with no surprises.

Cohort	2021 Intake				2022 Intake			
Programme	MEnvSc	MSc EnvSc	PGDipSc	PGCertSc	MEnvSc	MSc EnvSc	PGDipSc	PGCertSc
Enrolment numbers								
Total Initial Enrolment	18	3	2	0	9	3	1	1
Full-time (headcount)	14	2	1	0	7	3	0	0
Full-time %	77.8%	66.7%	50.0%	#DIV/0!	77.8%	100.0%	0.0%	0.0%
Part-time (headcount)	4	1	1	0	2	0	1	0
Part-time %	22.2%	33.3%	50.0%	#DIV/0!	22.2%	0.0%	100.0%	0.0%
Total initial enrolment Māori students (headcount)	1	1	0	0	2	0	0	0
Total initial enrolment Māori students %	5.6%	33.3%	0.0%	#DIV/0!	22.2%	0.0%	0.0%	0.0%
Outcomes – Completions and Withdrawals (as at time of the review) – Headcount/% of initial intake								
Completion of qual – all students	16	2	1	0	8	2	0	1
Completion of qual %	88.9%	66.7%	50.0%	#DIV/0!	88.9%	66.7%	0.0%	100.0%
Completion of qual (Māori students)	1	1	0	0	2	0	0	0
Completion of qual (Māori students) %	6.3%	50.0%	0.0%	#DIV/0!	25.0%	0.0%	#DIV/0!	0.0%
Withdrawn	0	0	0	0	0	0	0	0
Withdrawn %	0.0%	0.0%	0.0%	#DIV/0!	0.0%	0.0%	0.0%	0.0%
Currently (still) enrolled at intake year end	2	1	1	0	1	1	1	0
Currently (still) enrolled % at intake year end	11.1%	33.3%	50.0%	#DIV/0!	11.1%	33.3%	100.0%	0.0%

Cohort	2023 Intake				2024 Intake			
Programme	MEnvSc	MSc EnvSc	PGDipSc	PGCertSc	MEnvSc	MSc EnvSc	PGDipSc	PGCertSc
Enrolment numbers								
Total Initial Enrolment	6	3	0	0	10	4	0	1
Full-time (headcount)	6	2	0	0	9	4	0	0
Full-time %	100.0%	66.7%	#DIV/0!	#DIV/0!	90.0%	100.0%	#DIV/0!	0.0%
Part-time (headcount)	0	1	0	0	1	0	0	1
Part-time %	0.0%	33.3%	#DIV/0!	#DIV/0!	10.0%	0.0%	#DIV/0!	100.0%

Total initial enrolment Māori students (headcount)	1	0	0	0	2	1	0	0
Total initial enrolment Māori students %	16.7%	0.0%	#DIV/0!	#DIV/0!	20.0%	25.0%	#DIV/0!	0.0%
Outcomes – Completions and Withdrawals (as at time of the review) – Headcount/% of initial intake								
Completion of qual – all students	6	2	0	0	8	2	0	1
Completion of qual %	100.0%	66.7%	#DIV/0!	#DIV/0!	80.0%	50.0%	#DIV/0!	100.0%
Completion of qual (Māori students)	1	0	0	0	0	0	0	0
Completion of qual (Māori students) %	16.7%	0.0%	#DIV/0!	#DIV/0!	0.0%	0.0%	#DIV/0!	0.0%
Withdrawn	0	0	0	0	0	0	0	0
Withdrawn %	0.0%	0.0%	#DIV/0!	#DIV/0!	0%	0%	#DIV/0!	0%
Currently (still) enrolled at intake year end	0	1	0	0	2	2	0	0
Currently (still) enrolled % at intake year end	0.0%	33.3%	#DIV/0!	#DIV/0!	20.0%	50.0%	#DIV/0!	0.0%

(e)   Programme evaluations

It is recommended to continue the postgraduate science programmes. The evaluation panel notes that student feedback via VUWSA indicated that some Māori students did not feel supported to add Māori perspectives into their projects. This could vary by student and individual project; however, the panel observes that there is some variance between the programme's self-assessment and anecdotal data from the VUWSA survey.

The evaluation panel notes that students who took a physical geography elective would have significant practical experience and field work, however other students may have had near zero field work or substantive practical experience. So, the amount of field work and practical experience was heavily on elective choices. The self-review identified staffing as an issue here, however the School does need to address this in the medium term. Any decision to continue the programme by the Faculty should take this into account, as there is evidence of more resourcing being required. The next review for these qualifications is scheduled for 2027.

(f)   Continuation or discontinuation

Dean approval for continuation

Dean: Nicola Nelson
          Dean of Science and Engineering

Date: 8 August 2025

Graduating Year Review

VICTORIA UNIVERSITY OF
WELLINGTON
TE HERENGA WAKA

Current year	2025
Name of programme	Renewable Energy Systems
Identifier for the original proposal	(08) VUW/18/R1 – BSc(Renewable Energy Systems)
Name and position of independent GYR convenor	Stuart Marshall (A/Dean, Faculty of Science and Engineering)
Name of other evaluation panel members and the positions they each hold	The programme has not been taught for several years, and the University is planning to discontinue it, so in discussion with Academic Office, no panel was convened.

1. Programme Statement

(a) Description

The Renewable Energy Systems (RESY) major was a three-year programme targeted at students with interest in technical, social, policy and economic aspects of renewable energy. This programme is being discontinued due to low student enrolment numbers, and the intended skills have been absorbed into the successful Master of Renewable Energy.

(b) Purpose

The energy sector, and the economy as a whole, requires the necessary capacity and capabilities to respond to the required transition. The major aimed to equip students with the skills and knowledge appropriate to develop the future of renewable and sustainable energy generation, storage, transmission, distribution, and usage. These skills have now been successfully moved into the Master of Renewable Energy.

2. GYR Review Processes

Since there have been no new students for five years, and the numbers were sufficiently low to make data analysis problematic, this GYR document was constructed solely by the A/Dean (Academic Development) for the Faculty of Science and Engineering.

Continuation or discontinuation

The University intends to discontinue the Renewable Energy Systems major in the Bachelor of Science.

Dean approval for discontinuation

Dean: Nicola Nelson, Dean of Science and Engineering

Date: 8 August 2025

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Graduating Year Review

Current year	**2025**
Name of programme	MIndS – Master of Indigenous Studies PGDipIndS – Postgraduate Diploma in Indigenous Studies PGCertIndS – Postgraduate Certificate in Indigenous Studies
Identifier for the original proposal	02-VUW-19 – MIndS/1, PGDipIndS/1, PGCertIndS/1, MA/1
Name and position of independent GYR coordinator	Prof Paul Teesdale-Spittle – Head of School, Geography, Environment and Earth Sciences
Name of self-review coordinator and position held	Dr. Mike Ross, Senior Lecturer & Head of School Dr Annie Te One, Te Kawa a Māui Dr Robert Stratford, Academic Office Hannah Higgison, MIndS student

1. Programme Statement

(a) Description

In 2019 the following qualifications were signed off by CUAP:

1. Introduced a new 180-point master's degree, a postgraduate diploma (120 points) and a postgraduate certificate (60 points) in Indigenous Studies.

2. Introduced the following new courses:
   - MAOR 501 *Aro Taketake/Indigenous Theories*
   - MAOR 512 *Kia Kautū/Internship*
   - MAOR 521 *Kia Rukuhia/Project in Indigenous Studies*

3. Deleted parts (b), (c) and (d) from the subject requirements of Māori Studies (MAOR) in Master of Arts.

Te Kawa a Māui established a culturally-relevant, topical, and interdisciplinary Master's degree in Indigenous studies (MIndS). The degree offers students an opportunity to examine Indigenous issues on a global scale while also developing their own projects. Students have benefited by understanding Indigenous issues across diverse contexts and being able to analyse them with academic rigour. The first cohort enrolled in 2020, and the success of the programme is reflected in ongoing enrolments, positive student feedback and outcomes. The Postgraduate Diploma in Indigenous Studies (120 points) and the Postgraduate Certificate in Indigenous Studies (60 points) are nested within the Master of Indigenous Studies, providing flexible exit and entry points for the programme, if needed.

(b) Changes

Te Kawa a Māui staff insights and student feedback continuously refine the delivery of MIndS. MAOR 512 Kia Kautū/Internship is connecting students to an organisation for practical experience, developing their research skills and networks. MAOR 521 Kia Rukuhia, is a supervised research project and allows students to work one-on-one with a supervisor to produce a publishable standard piece of work.

The initial MIndS proposal focussed on attracting Māori, Pacific and Indigenous students, and this has been the case. The qualification has also attracted an increasing number of non-Māori students interested in the production of Indigenous knowledge and the cultural-ethical responsibilities that arise. The entry requirement is a completed undergraduate degree in a 'relevant' learning area with a B average or better. Additionally, students should have some understanding of colonial history, Te

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Tiriti, common Māori language terms and practices, an awareness of their own position and a willingness to accept social and civic obligations to make informed and responsible contributions to debate. Students who do not have this foundational knowledge and skills, struggle with the course material and participating in discussions. One suggested action is to require specific pre-requisites in Elementary Māori Language, Te Tiriti o Waitangi, and/or Ngā Tikanga Tuku Iho/Māori Customary Concepts (and the equivalents from other institutions). This change will be formally considered as part of course offerings for 2026. Applicants who are non-Māori Studies graduates may be asked to attend an interview to ensure they are clear about the requirements of the course.

(c) Achievement

The programme has produced graduates with the research, thinking and communication skills necessary to make a culturally appropriate and significant contribution to contemporary Māori and Indigenous issues, knowledge and development. It has drawn on extensive Māori research platforms, especially in the areas of culture, contemporary issues, education, language, history, politics and policy, research methodologies, resource management and Te Tiriti o Waitangi. The new core courses (listed above), have provided a postgraduate pathway for students with a BA in Te Reo Māori, Māori Studies or Resource Management/Kaitiakitanga within Te Kawa a Māui. In addition, the flexibility to choose from a range of other courses and identify individual dissertation/thesis topics enables students to create a coherent course of study customised to their needs and interests. It has also been preparing students from a range of disciplinary backgrounds with the skills and knowledge necessary for PhD study in the areas of Māori, Pacific and Indigenous studies.

(d) Te Tiriti o Waitangi

The programme's success, especially with Māori students, is directly contributing to the increasing realisation of Te Tiriti as a part of New Zealand education, society and government.

2. GYR Review Processes

Student feedback collected as part of this GYR process was positive. As noted by Joseph Habgood, VUWSA Student Representative Coordinator, 'This programme easily registers as one of the most positive I have ever undertaken. Students in this programme feel that they are well supported, and studying in an area where they find true meaning.' (May 2024).

> "As an indigenous international student…My understanding of these indigenous issues has deepened significantly thanks to the MIDS courses. The personal stories and insights shared by lecturers and classmates have provided me with a richer perspective on both Māori and broader indigenous matters. For me, MINDS serves as a meaningful platform to connect indigenous scholars and practitioners in higher education globally".

In addition to the evaluation group listed above, the key staff in the MIndS programme review included Programme Coordinator, Dr Annie Te One, as well as core Course Coordinators, Prof Maria Bargh, Prof Ocean Mercier, Assoc Prof Awanui Te Huia, Dr Brian Tunui and Symon Palmer.

3. Review Outcomes

(a) Acceptability

The academic acceptability of the MIndS programme is evident in the calibre of work of our thesis students, as demonstrated by their grades and career trajectories. Māori achievement is slightly behind non-Māori in GPA and completion rates, although this is consistent or better than comparable Master programmes across the University. Three students have enrolled into PhDs.

The feedback comments from students were overall very positive. An explanation of teaching strategies would reinforce expectations to each cohort and help guide appropriate entry requirements and decisions.

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These students meet the profile of a THW-VUW graduate in having research, thinking and communication skills necessary to make a culturally appropriate and significant contribution to contemporary Māori, Pacific and Indigenous theories, issues and development.

(b)   Assessment and moderation procedures

The MIndS, Certificate and Diploma course assessment and moderation processes are as follows:

- First trimester coursework is assessed by course co-ordinators, with pre-assessment moderation given through assessment rubrics for each assignment. Post-assessment moderation takes place within TKaM, with selected assignments reviewed by course co-ordinators from other courses that contribute to the MIndS.
- Second trimester coursework is also assessed by course co-ordinators, with input and grade recommendations from individual project supervisors. Pre-assessment moderation is given via marking rubrics. All MAOR521 essays are reviewed by a supervisor and marker.

A selection of essays for assessments and grade range will be moderated by invited academics in relevant and adjacent disciplines within the University such as (Law - Mamari Stephens, Social and Cultural Studies – Lorena Gibson, Environmental Studies – Amanda Thomas).

The thesis is examined as per the standard Faculty of Graduate (FGR) procedures, with external examination a pivotal part of the students' learning journey. Our theses have been examined by peers in other institutions and schools across the University. We have maintained a cross- and trans-disciplinary focus for our students and the examination of their work. These methods of assessment continue to remain appropriate and supported by FGR. A suggestion was to formalise a moderation system with other MIndS type programmes offered at Otago and Waikato Universities.

(c)   Data

Table 1: Summary information on numbers enrolling and completing

MIndS

Cohort	2021 Intake	2022 Intake	2023 Intake	2024 Intake
Total Initial Enrolment	7	18	17	14
Full-time (headcount)	5	12	12	8
Full-time %	71.4%	66.7%	70.6%	57.1%
Part-time (headcount)	2	6	5	6
Part-time %	28.6%	33.3%	29.4%	42.9%
Total initial enrolment Māori students (headcount)	1	14	11	10
Total initial enrolment Māori students %	14.3%	77.8%	64.7%	71.4%
Outcomes – Completions and Withdrawals (as at time of the review) – Headcount/% of initial intake				
Completion of qual – all students	7	13	9	5
Completion of qual %	100.0%	72.2%	52.9%	35.7%
Completion of qual (Māori students)	1	11	6	3
Completion of qual (Māori students) %	14.3%	84.6%	66.7%	60.0%
Withdrawn	0	0	0	0
Withdrawn %	0.0%	0.0%	0.0%	0%
Currently (still) enrolled	0	5	8	9
Currently (still) enrolled %	0.0%	27.8%	47.1%	64.3%

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A handful of students have also completed the PGDipInds and PGCertInds.

(d) Programme evaluation and review

Each of the different options provided by the MIndS, PGDip, and PGCert offer students a pathway to study Indigenous issues for professional development and certification to support work requirements, academic development through research and thesis work, research skills, personal fulfilment, and scholarly engagement on issues that are societally important today. We have judged that the programme's title, regulations, aims, and stated learning outcomes and internal coherence are on track and adequately meet what we outlined in our CUAP proposal.

These options also offer a pathway for students from other disciplines within the wider University to explore critical thinking through an Indigenous lens not offered as a package elsewhere at the University. MIndS has proven to be a clear academic pathway for Te Kawa a Māui, the School of Māori Studies students graduating with the BA in Te Reo Māori, Māori Studies and Kaitiakitanga, as well as attracting students from other pathways who have an interest in Indigenous issues and research.

Student enrolments in PGCert, and the PGDip, are low but they are exit qualifications folded into the MIndS programme and do not add any administrative or teaching/supervision workload. The flexibility these courses offer for working professionals looking to 'upskill' or for students from other disciplines seeking an Indigenous lens on their research is also evident in current enrolments. We feel confident this suite of courses continues to be relevant with enrolments close to our capacity for academic supervision. There are opportunities to grow with Māori and Indigenous students across disciplines, international Indigenous students, and working professionals. The next scheduled review for this qualification is scheduled for 2029.

(e) Continuation or discontinuation

Continuation for the reasons stated above.

Iho approval for continuation

AVC: Meegan Hall
Date: Email approval 11 August 2025

4

Graduating Year Review

Current year	2025
Name of programme	Executive Master of Business Administration
Identifier for the original proposal	VUW/19 – MBA/1, EMBA/1, PGCertBusAdmin/1
Name and position of independent GYR convenor	Professor Sally Hill, Professor of Global Studies, Faculty of Humanities and Social Sciences
Name of other evaluation panel members and the positions they each hold	Professor John Randal, Associate Dean (Academic Programmes), Wellington School of Business and Government
	David Thomson, Programme alumni
	Anna Mills-Bordignon, CEO Founder Nil Projects, VUW MBA programme alumna, industry project sponsor and entrepreneurship mentor

1. Programme Statement

(a) Description

The CUAP-approved EMBA (180 points) and PGCertBusAdmin (60 points) were introduced to align with the 180-point MBA model and to rename the MBA to EMBA, reflecting global trends and recommendations from AMBA and EQUIS re-accreditation. The EMBA consists of nine core courses (EMBA 501–509) spanning the 13 AMBA competencies and integrating professional development activities. Part 1 includes EMBA 501–507, and Part 2 comprises EMBA 508 or 509 plus 60 points from the EMBA schedule or approved 400-/500-level substitutes. The PGCertBusAdmin includes 45 points from Part 1 and 15 points from Part 2. Candidates with sufficient mastery of required courses may, with Director approval, replace them with electives. During the review period, no further consolidations or adjustments were made.

(b) Purpose

The stated goals in the original proposal were:

1. Amend the Master of Business Administration (MBA) to be 180 rather than 240 points
2. Change the name of the MBA to the Executive Master of Business Administration (EMBA)
3. To reorganise the core of the programme into nine courses EMBA 501-509
4. To introduce the PGCertBusAdmin

The respective changes were implemented in 2020. Since then, the new programmes have been operating with the same structure. In terms of individual goals:

Goal 1: The changes allowed the programme to be more competitive to be offered at 180 points.

Goal 2: The adjustment of MBA to be re-named as Executive MBA appeals to a broader pool of potential candidates, offering better value to enrolled and incoming students.

Goal 3: Core course offerings were streamlined in conjunction with expectations of AMBA accreditation at that time and to better reflect market demand. AMBA re-accredited this programme for an additional 3 years in 2024.

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Goal 4: The PGCertBusAdmin is primarily used as a probationary entry-qualification for those students who do not meet the academic entry requirements for the EMBA. Additionally, it is available for EMBA students who choose to exit that programme after passing 60 points.

(c) Changes

There has been no change to the programme since approval, although it is worth noting that EMBA509 Integrative Strategic Consultancy (International) has not yet been offered as an alternative to EMBA508 Integrative Strategic Consultancy. Additionally, the PGCertBusAdmin not only acts as an entry pathway to the EMBA, it also provides a qualification option for students not wishing to pursue a full Master's programme.

(d) Te Tiriti o Waitangi

The EMBA acknowledges and upholds the right of hapū and iwi to tino rangatiratanga by fostering learning environments that support access to knowledge through well-trained academic staff and professional development facilitators. As outlined in the original proposal, the programme integrates Māori perspectives into core courses, covering Māori leadership, perspectives on change, Māori economy, and bicultural approaches to strategy and marketing. This is further supported by the views of Māori students, who, alongside their peers, share knowledge and practice to broaden class discussions and enrich consideration of business challenges and cultural contexts. For example, in EMBA 503, students often choose Māori contexts for their Digital Innovation Reports, exploring applications of sociotechnical developments such as the Metaverse in areas like cultural preservation. The recent AMBA review recommended further action aligned with WSBG's focus on Māori and Indigenous flourishing. In response, the faculty has identified three KPIs: nurturing the relationship with Ngāti Toa on work-integrated learning, developing a Master's elective on Workplace Te Reo Māori and Tikanga, and further embedding Māori and Pasifika perspectives through business examples and guest speakers.

2. GYR Review Processes

The review process has been carried out in accordance with the university's Academic Reviews and Monitoring Policy. The self-review component was completed by the former Academic Programme Leader for the Executive MBA programme, Professor Siah Ang, in conjunction with Charlotte Deans, Executive Director, Professional Programmes and latterly the current EMBA Director, Professional Alex Richter. VUWSA undertook the collection of student feedback.

3. Review Outcomes

(a) Adequacy and Appropriateness

Adding the word 'Executive' to the title has clarified the seniority expected of students, distinguishing the EMBA in a global market where many MBAs admit graduates directly from undergraduate study. The requirement of at least five years' relevant professional experience is now clearer to applicants, and the staircasing pathway from the PGCertBusAdmin provides access for experienced professionals without an undergraduate degree, while also offering a flexible entry point. The programme structure—nine core and four elective courses, with no specialised streams, has been benchmarked internationally and remains coherent, current, and fit for purpose. Academic and professional development components, including coursework, workshops, site visits, guest speakers, and project-based experiences such as the EMBA Start-Up Weekend, ensure graduates gain both broad general management capability and targeted expertise. Programme oversight is robust, with the Board of Studies and the Professional Programmes Board ensuring ongoing quality assurance, strategic development, and academic leadership. National benchmarking via the MBA Directors Forum and international engagement through AMBA provide further assurance. Overall, the title, aims, outcomes, admission pathways, and programme structure remain appropriate, and regular updates

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in response to shifts such as climate change, AI, and other global challenges ensure the EMBA continues to be contemporary, relevant, and well-aligned with student and market needs.

(b)   Acceptability

Student feedback is actively gathered through open EMBA **Student Hui** events with the Director and Professional Programmes team, via cohort representatives, and through direct channels such as email and in-person conversations. Feedback is carefully considered and acted upon where appropriate, as demonstrated by the move to modular Friday/Saturday teaching (though consultation on scheduling continues). VUWSA's independent review also highlighted very positive student views on professional development, collegiality, and career knowledge, while noting a desire for greater engagement with Māori expertise and more consistency among teaching staff. The programme is well-regarded by academic and professional communities. AMBA accreditation, recently renewed for three years, confirmed the EMBA as fit-for-purpose globally across teaching, content, assessments, and graduate outcomes. At programme level, work is underway to ensure a strong teaching team with a shared pedagogical vision, despite teaching allocations being set at School level. Graduate outcomes remain strong. While WSBG does not collect EMBA-specific career data, the Graduate Destination Survey shows that fewer than 5% of graduates are unemployed, with 96% securing roles before or within six months of completing their studies. These results, together with accreditation evidence, confirm the EMBA's ongoing adequacy and alignment with the University's graduate profile.

(c)   Assessment procedures and student performance

Assessment in the EMBA is varied, including individual and group work, presentations, and a capstone module (*EMBA508 Integrative Strategic Consultancy*) that combines group projects with external companies, individual reports, presentations, and personal reflection. Exceptions to standard university limits on group work support the programme's emphasis on collaboration. External scrutiny is provided through AMBA review of sample projects, with positive feedback on marking criteria and student work, and ongoing moderation is rigorously overseen by the Board of Studies. These processes, together with AMBA's commendations, indicate that assessment methods are appropriate and that student achievement across the programme is high.

(d)   Data

Table 1: Summary information on numbers enrolling and completing

EMBA

Cohort	2020 Intake	2021 Intake	2022 Intake	2023 Intake	2024 Intake
Enrolment numbers					
Total initial enrolment (headcount)	80	32	23	13	23
Full-time/part-time %	12.5/87.5	12.5/87.5	4.3/95.7	15.4/84.6	13.0/87.0
Total initial enrolment Māori students (headcount)	5	6	1	1	4
Outcomes – Completions and Withdrawals (as at time of the review) – Headcount/% of initial intake					
Completion of qual – all students	76	27	17	11	16
Completion of qual (Māori students)	4	6	1	1	2

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Withdrawn	0	0	0	0	0
Currently (still) enrolled	4	5	6	2	7

PGCertBusAdmin

It is worth noting, the completion rates for PGCertBusAdmin students below are not indicative of successful completion of qualification requirements, rather that students who start the programme with the PGCertBusAdmin typically staircase into the full Master's programme and ultimately graduate with an EMBA.

Cohort	2020 Intake	2021 Intake	2022 Intake	2023 Intake	2024 Intake
Enrolment numbers					
Total initial enrolment (headcount)	33	13	3	13	12
Full-time/part-time %	3/97	0/100	0/100	0/100	8/92
Total initial enrolment Māori students (headcount)	3	1	0	1	2
Outcomes – Completions and Withdrawals (as at time of the review) – Headcount/% of initial intake					
Completion of qual – all students	15	0	0	6	5
Completion of qual (Māori students)	1	0	0	1	1
Withdrawn	0	0	0	0	0
Currently (still) enrolled	18	13	3	7	7

(e)   Programme evaluations

In 2024, the EMBA successfully underwent AMBA re-accreditation, extending accreditation for three years until October 2027. AMBA recommended consideration of special tracks via electives and inclusion of more Māori and Pasifika content. While additional courses are not feasible, students can customise their learning through elective selection in consultation with the Director and course coordinators, supporting flexible and relevant learning pathways. To ensure ongoing programme improvement and continuation, greater Māori and Pasifika integration will be implemented within existing courses, with progress monitored and guided by the EMBA Board of Studies and overseen by the Professional Programmes Board. These actions, together with ongoing curriculum updates and quality oversight, support the programme's continued relevance and sustainability. The programme's next review is expected in October 2027.

(f)   Continuation or discontinuation

Continuation is recommended.

Dean approval for continuation

Dean: Jane Bryson
        Dean, Wellington School of Business & Government

Date: 21 August 2025

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| | VICTORIA UNIVERSITY OF **WELLINGTON** TE HERENGA WAKA | # Graduating Year Review |

Current year	2025
Name of programme	Graduate Certificate in Restorative Justice Practice
Identifier for the original proposal	VUW/16 – GCertRJP/R1
Name and position of independent GYR convenor	n/a
Name of other evaluation panel members and the positions they each hold	The programme has not been taught for five years, and the University is planning to discontinue it, so in discussion with Academic Office, no panel was convened.

1.   Programme Statement

(a)   Description

The Graduate Certificate in Restorative Justice Practice (GCertRJP) is a 60-point qualification at NZQCF Level 7. It consists of four 15-point courses (RESJ 301–304), all at 300 level, drawn from a dedicated schedule. The courses cover historical and theoretical foundations, critical issues, and restorative approaches in context, with a directed individual study (RESJ 304) serving as a capstone. Students may complete the first three courses in any order. The programme entails 600 learning hours and is designed for part-time study over four trimesters, though it offers flexibility to complete in a shorter or longer time frame. Entry requires a completed bachelor's degree, relevant professional experience, and approval from the Head of School.

(b)   Purpose

The GCertRJP was developed to provide structured, practice-informed professional development for individuals working in the field of restorative justice. It supported practitioners in deepening their understanding, critically engaging with key issues, and applying restorative approaches across various contexts. The flexible structure and reflective assessments were intended to accommodate working professionals, allowing them to integrate learning with ongoing practice and to build a portfolio that supports both personal and professional growth in restorative justice.

2.   GYR Review Processes

The Graduate Certificate was not offered in 2021, following low enrolments. It has not restarted, although ongoing teaching has occurred for micro-credentials in Restorative Practice. Since there have been no new students for five years, and the numbers were sufficiently low to make data analysis problematic, there was no formal review process conducted for this GYR. This document was constructed solely by the Programme Director for the Wellington School of Business and Government.

Continuation or discontinuation

There were no new enrolments since 2020. The University intends to discontinue the Graduate Certificate in Restorative Justice Practice (GCertRJP).

Dean approval for discontinuation

Dean: Jane Bryson, Wellington School of Business & Government
Date: 21 August 2025

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Graduating Year Review

Current year	2025
Name of programme	Tourism Management major in the Bachelor of Commerce
Identifier for the original proposal	10 VUW/17 – BTM/1, BCom/1, GDipCom/1, GCertCom/1 (Tourism Management)
Name and position of independent GYR convenor	Professor Paul Teesdale-Spittle, Associate Dean (Academic), Faculty of Science and Engineering
Name of other evaluation panel members and the positions they each hold	Chris Roberts, past Chief Executive, Tourism Industry Aotearoa Ciara Cook, Tourism Coordinator, WellingtonNZ, programme alumna Demishka Pillay, programme alumna Professor John Randal, Associate Dean (Academic Programmes)

1.   Programme Statement

(a)   Description

The BCom TOUR major, introduced in 2019, is a NZQCF Level 7 qualification originally requiring 135 points: two courses (30 points) at 100-level, three (45 points) at 200-level, and four (60 points) at 300-level. The 100- and 200-level courses were fully prescribed, while 300-level included a practicum or consultancy project plus three specialist courses. Amendments approved in 2023 responded to staffing constraints, the emerging post-Covid environment, enrolment fluctuations, and a slight drop in market share. Key changes included reducing the major to 120 points and introducing a new capstone, TOUR 307 Building Tourism Resilience, alongside existing WIL-focused 300- level options.

(b)   Purpose

The primary goals of the major are to provide a structured framework for students to develop tourism management knowledge and skills across a range of contexts, while BCom core courses (NZQCF Level 5–6) provide foundational knowledge of the business and government environment. Tourism courses at 100-level introduce key concepts, 200-level courses build understanding of managing tourists, organisations, and destinations, and 300-level courses consolidate this through applied learning alongside theory. Capstone options include a practicum and consultancy project, or, from 2024, TOUR 307 Building Tourism Resilience. The major integrates theory with applied case studies, guest lectures, and client-facing projects. These features have received consistently positive student feedback and strong support from employers via the Tourism Sector Advisory Group.

(c)   Changes

A programme amendment (VUW/23, BCom/3) was approved by CUAP in 2023, following an internal self-review of the BCom Tourism Management programme. This review was motivated by a nationwide reduction in tourism- related student EFTS due to Covid-19 and widespread job losses across the industry, a small decline of the university's tourism market share, and a decrease in staff capacity. The amendments were to provide more accessible pathways into the Tourism Management programme and to increase EFTS enrolments in TOUR-taught courses (including tourism-related courses labelled under MGMT). We introduced a broader set of 200- and 300-level electives in management, marketing, human resource management and employment relations, international business, information systems, public policy and geography. This allows students to tailor their degree based on personal interests and anticipated career pathways, e.g. event management, destination management, public policy, international roles, etc. As a result of these changes, enrolments in our

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100 and 300 level courses have increased significantly, which highlights the tourism management programme's value to the wider Bachelor of Commerce and other degrees from across the university. While full implementation of the changes is still underway, early indicators suggest a positive trajectory. Course-level enrolment data points to recovery, with increases reflecting improved visibility and renewed confidence in the amended programme. Government investment in tourism and the introduction of Tourism as an NCEA subject are also expected to strengthen student interest and future enrolments.

(d)   Te Tiriti o Waitangi

The Tourism Management major continues to embed Māori perspectives and indigenous knowledge throughout the curriculum, aligning with the University's commitment to Te Tiriti o Waitangi and the principles of Kāwanatanga, Rangatiratanga, and Kaitiakitanga. Guided by the Executive Director of the World Indigenous Tourism Alliance, the late Johnny Edmonds, who provided comprehensive guidance to the 2019 programme design, Māori and indigenous content is included across core and elective courses, and Māori tourism professionals regularly contribute as guest lecturers. Indigenous knowledge introduced in core BCom courses is further developed within TOUR 101, TOUR 202, and TOUR 203, including through case studies, and the new capstone course, TOUR 307, identifies mana whenua as a key stakeholder in resilience and crisis management. Nonetheless, staff capability development in indigenous tourism remains an ongoing priority for the group.

2.   GYR Review Processes

The evaluation panel received and independently reviewed the Graduating Year Review document. The panel met in person to discuss their findings from the document, as well as their experience of the programme in meeting its aims. As noted in the list of members in the table above, the panel included perspectives of past students, a sector representative, a senior academic in the faculty in which the programme is housed, and a senior academic from an unrelated faculty. The collection of student perspective for this review came from a combination of TOUR course evaluations for Overall Course Quality by year, TOUR course evaluation scores across all Course Evaluation questions, and select student feedback comments focussed on course assessments and our courses' industry relevance.

3.   Review Outcomes

(a)   Adequacy and Appropriateness

The title Tourism Management remains appropriate as it accurately reflects the focus of the major. The programme aims and graduate outcomes, as originally approved, continue to be relevant and are embedded across the curriculum through coherent course sequencing and progressive skill development. The amendments approved in 2023 have further strengthened coherence by clarifying pathways and aligning learning outcomes with contemporary sector needs, particularly in sustainability, resilience, and stakeholder management. The regulations for admission, credit transfer, and recognition of prior learning are consistent with other BCom majors and therefore appropriate. The restructured programme—from 135 to 120 points—has improved accessibility and manageability for non-TOUR students, while maintaining a strong focus on student experience and academic rigour. Integration of work-integrated and other forms of experiential learning remain a key strength, with applied assessments embedded in TOUR203 (Sustainable Destination Management), MGMT 302 (Consultancy Project), MGMT 303 (Event Management), TOUR 320 (Practicum), and TOUR 307 (Building Tourism Resilience). The revised structure supports clear progression from foundational knowledge in TOUR 101 through to applied problem-solving and critical engagement at 300 level. The programme remains highly 'adequate and appropriate' as highlighted by the ongoing endorsement by the Tourism Sector Advisory Group (meets three times as year) as well as the 'very good/excellent' course evaluations across the entire programme.

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(b)   Acceptability

The Tourism Management major remains highly relevant and acceptable to students, academic staff, and the tourism sector. The 2023 programme amendments were informed by a comprehensive self-review and consultation with students, alumni, and the Tourism Sector Advisory Group. These stakeholders endorsed key changes such as broadening electives and introducing TOUR 307 Building Tourism Resilience to strengthen graduate capabilities in crisis management and sustainable recovery. The programme reflects global trends in business education, including sustainability, interdisciplinarity, and authentic, work-integrated learning. Its structure spans marketing, HR, public policy, and geography, and was intentionally designed to align with the career pathways pursued by our alumni—who now work across tourism, government, consultancy, non-profits, and adjacent sectors. Smaller course sizes and our group's approach, foster close student-staff interaction and an open and responsive learning environment. The Tourism Group also reviews course content, assessment, and student feedback during twice-yearly planning days to ensure ongoing improvement and alignment with Advisory Group feedback and international best practice. No concerns were raised during the 2023 CUAP approval process.

(c)   Assessment procedures and student performance

The TOUR programme continues to reflect global trends also in assessment procedures, as well as NZ private, public and third sector needs as shared by the Advisory Board. In alignment with the Commerce Faculty Strategy—particularly the goal of 'Teaching and Learning that has Impact'—assessment centres on authentic, experiential learning that engages students with business, government, and community contexts. Student feedback consistently supports the programme's relevance and quality. For instance, course evaluations exceed Commerce Faculty averages for "course developed understanding" and "assessment helped learning" (1.3 and 1.2 vs. faculty averages of 1.6 and 1.5, respectively). Students frequently comment on the value of applied assessments and industry relevance. Assessments are aligned with BCom and University graduate profiles, and regularly pre and post moderated by colleagues in line with the faculty moderation guidelines. Student performance in TOUR-taught courses is largely consistent with School of Management norms, although average marks in our courses are at times slightly higher which we put down to our conscious focus on authentic assessments.

(d)   Data

While the TOUR enrolment numbers in Table 1 can currently be regarded as disappointing, we consider a better longer-term indicator of the programme's overall value to be the total course enrolments in our courses. There are three key reasons for prioritising the table:

- there is a natural lag in enrolment patterns and degree progression, which means that the amendments approved in 2023 will take several additional years to fully impact.

- part of the TOUR programme's value to the faculty lies in the integrated and accessible offerings for students from other majors (best illustrated in TOUR 101, MGMT 302, MGMT 303) as well as the more flexible pathways through the major and minor offered by the amendments approved in 2023.

- the central government's recent investment in tourism is largely unrivalled over the last two decades, with particular areas of focus including increased marketing to grow international tourist numbers, tourism workforce development, and support of innovation; this increased investment is expected to have positive flow-on effects for tourism education.

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With this long-term perspective in mind, we nevertheless appreciate the insights provided by this review in the context of completions (Table 1). We will investigate the discrepancy between enrolment and completion numbers, particularly for our Māori students, to identify obstacles and mechanisms for their removal.

Table 1: Summary information on numbers enrolling and completing

Cohort	2019 intake	2020 Intake	2021 Intake	2022 Intake	2023 Intake	2024 Intake
Enrolment numbers (headcount)						
Total initial enrolment	76	44	15	9	15	8
Full-time/part-time %	88.2%/9.2%	77.3%/20.5%	73.3%/26.6%	66.7%/33.3%	86.7%/13.3%	50%/50%
Total Māori students	5	2	1	1	3	0
Outcomes – Completions and Withdrawals (as at time of the review) – Headcount/% of initial intake						
Completion – all students	41	20	7	4	7	0
Completion- Māori students	4	0	0	0	1	0
Withdrawn	0	3	2	0	0	0
Currently (still) enrolled	35	21	6	5	8	8

* taught in T2 2025, current enrolment numbers as of 05/05/2025 ** taught as TOUR345

(e)   Programme evaluations

The review process in support of the 2023 changes included comments from external stakeholders as represented by our Advisory Group. The members supported the revised tourism programme, highlighting its alignment with current sector developments, and commending the retaining of a first-year TOUR course, the broader elective options, and strong industry engagement. They also emphasized the need for effective marketing and the continuation of the development of clear pathways to distinguish the programme from vocational offerings as well as to connect students with tourism sector careers.

These focus areas for improvement have been underlined by this Graduating Year Review process. Sample comments from the Evaluation group, speak to these areas of strength and improvement too. For example: The work done by the programme team during COVID was exceptional under the circumstances; Experiential learning is a key strength and distinctive approach of this programme that is appreciated by the industry; The 2023 programme amendments have had a positive impact.

(f)   Continuation or discontinuation

The Evaluation Panel recommends continuation of the programme, but with close monitoring of student numbers.

Dean approval for continuation

Dean: Jane Bryson, WSBG

Date: 12 June 2025

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MEMORANDUM

To	Academic Board
From	Robert Stratford, Manager, Quality and Policy – Te Waikura/The Academic Office
Date	21 August 2025
Subject	Academic Programme Review Reports – Religious Studies and Art History

Executive Summary

The attached documents are the Academic Programme Review reports and their Implementation Plans for Religious Studies (now known as the Study of Religion) and Art History. These Academic Programme Reviews and their Implementation Plans have been approved by the Learning and Teaching Committee in August 2025. These reviews were both expertly Convened by Robin Skinner from the Faculty and Architecture and Design.

Each of these programmes was found to be high performing, as seen through their high-level commendations.

Alongside the many strengths noted in the reports, there were also some significant recommendations made to further strengthen their learning and teaching. These recommendations include several on how the programmes can continue to develop their responsiveness for Māori and Pasifika students, and how they might develop their programmes that reflect the context of 'the University's 'place' in the world including the backgrounds, interests and strengths of the student cohort attending Te Herenga Waka.

The programme and Faculty staff are congratulated for their reflective, engaged approach to this work, especially the work done to create high quality Implementation Plans.

It is requested that the Academic Board **endorse**:

a. The Academic Programme Review report and Implementation plan for the Religious Studies (Study of Religion) programme; and

b. The Academic Programme Review report and Implementation plan for the Art History programme

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ACADEMIC PROGRAMME REVIEW

Religious Studies

17 – 19 April 2024

Report Completed

He mihi - Acknowledgements

He mihi nui ki ngā kaiako, ki ngā kaimahi, ki ngā tauira hoki o Te Wāhanga Aronui. The panel would like to thank the staff and students of the School of Social and Cultural Studies for their engaged and open participation in this review.

Ngā mema arotake – Expert Panel members

Dr Robin Skinner (Convener)
Senior Lecturer, Wellington School of Architecture
Te Herenga Waka – Victoria University of Wellington

Associate Professor Anna Halafoff
Sociology and Religious Studies – School of Humanities & Social Science
Deakin University

Professor Mark Mullins
Japanese Studies & Religious Studies – School of Cultures, Languages and Linguistics &
School of Humanities
University of Auckland – Waipapa Taumata Rau

Associate Professor Clive Aspin (Māori panel expertise)
Poukairangi (Māori)
Wellington School of Health
Te Herenga Waka – Victoria University of Wellington

Sadat Muiaava
Lecturer, School of Languages and Cultures
Te Herenga Waka – Victoria University of Wellington

Academic Office Evaluators

Elena Louverdis (Academic Adviser, Quality and Policy, Academic Office)

Valentina Tikhonova (Academic Adviser, Quality and Policy, Academic Office)

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Rārangi kōrero - Table of Contents

Whakarāpopototanga o ngā mihi – Summary of Commendations

The panel found that the Religious Studies Programme was highly performing across all areas of this evaluation. The panel commends the programme for their outstanding commitment to teaching, learning and research and for the tremendous contribution they make to the Faculty and wider University. Recognising this very high level of performance, the panel commends:

- the programme staff for their high level of performance in all areas of this programme review, and for their cohesive teaching and research team;

- the programme's impressive, creative and innovative curriculum design and delivery. Religious Studies is a model for how a small programme can work well. The new curriculum makes a valuable contribution to the Faculty and provides a cluster of coherent, engaging courses the address contemporary issues in religion and society. It draws on relevant research methods is clearly linked to areas of staff expertise. The clear mapping of the programme's content encourages students to follow pathways to post-graduate research;

- the programme's proactive approach to including Mātauranga Māori and Te Ao Māori across its curriculum, enriching students' educational experiences; the analysis and responsiveness to student achievement data and course evaluations by the programme staff, including:
  - the proactive monitoring of enrolment and academic performance of different groups of students;
  - the commitment to ongoing improvement strategies based on data analysis; and,
  - the proactive stance adopted to address challenges faced by Pasifika students;

- the variety and overall quality of the assessment activities used across the programme, which supports the high-quality curriculum delivered;

- the inclusive community and collegiality across staff and students in the programme. Staff show incredible generosity towards students and provide proactive support as required. Staff and students have built a strong, rich, and empathetic community within their undergraduate and postgraduate cohorts;

- the revitalisation of the Honours programme as a clear pathway into postgraduate study and the collaboration with other programmes in the school;

- the programme staff for their international research standing and their active leadership in international scholarly associations including the New Zealand Association for the Study of Religion (NZASR), and the Religious History Association of Aotearoa New Zealand (RHAANZ), and the executive editorship of the *Yin-Cheng Journal of Contemporary Buddhism*, along with their stakeholder engagement with local religious communities and cultural associations;

- the programme staff for their impressive research grant success, which underlines their role as experts in the region and internationally.

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Whakarāpopototanga o ngā taunaki – Summary of Recommendations

Building the strengths observed in the Religious Studies programme, the panel recommends that:

1. while the programme has been commended for the curriculum design, staff could further strengthen the content relating to Māori and Pasifika knowledges, religions, and spiritualities, across the course offerings. Ideally this should also involve the development of a new course devoted to the context of Aotearoa New Zealand, and the wider Pacific;

2. when sufficient financial resources are available, a 0.5% FTE Assistant Lectureship in the Māori, and/or Pasifika subject areas should be appointed to the programme;

3. the programme reinstates Teaching Fellows in T3 to aid teaching workloads in these larger courses. The programme should also reconsider its course offerings with a view to managing the very high staff workloads and planning Research and Study Leave. This could include exploring options to rest courses and/or to develop 200/300-level combined courses;

4. the programme explores options with CAD to formalise course scaffolding, for example, through the mapping of graduate outcomes;

5. the programme staff work with the office of the AVC Pasifika and the academic community to enhance their responsiveness to Pasifika students to improve enrolment, retention, course and degree completion, and to provide information about vocational pathways;

6. the programme staff further engage with Pasifika communities outside the University, including faith and diaspora community leaders, to continue developing effective strategies to support Pasifika student engage and enrolment;

7. the programme continues to build its relationships with Āwhina and the Pasifika Student Support Team to ensure it continues to develop its responsiveness to the diverse needs of students from these two groups especially;

8. the programme staff explore the possibilities of developing coursework that addresses historical research methods, and that—aligned with staff expertise— increases the use of multimedia, creative teaching methods and assessment.

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Te aronga o te arotake – Scope of Review

This academic programme review covers all of the offerings delivered by the Religious Studies programme, including the following individual programmes:

- Undergraduate major in Religious Studies within the Bachelor of Arts (BA)
- Graduate Diploma in Arts (GDipArts) in Religious Studies
- Postgraduate Diploma in Arts (PGDipArts) in Religious Studies
- Honours in Religious Studies
- Masters by thesis
- PhD research

Whakahaere – Review Procedure

Te arotake ake o te akoranga – Self-Review

In accordance with the University's Academic Reviews and Monitoring Policy, Religious Studies programme staff developed a self-review document. They prepared this document in line with the review terms of reference, including the design, delivery and evaluation of the programmes, how the programmes provide a sense of academic community, how they engage with students—including Māori and Pasifika students—and how the programmes engage with external stakeholders.

Ngā kōrero a ngā ākonga – Student Input into the Review

Tā VUWSA tāpaetanga – VUWSA Submission

The Victoria University of Wellington Students Association (VUWSA) provided a report documenting the results of their survey of students in the programme. A total of 148 students from most parts of the School's programme (including undergraduate and postgraduate students) participated in the survey.

Te hui a ngā ākonga me ngā mema arotake – Students meeting with the panel

As part of the programme evaluation procedure, VUWSA arranged for student groups to convene with the review panel, consisting of 13 students including 8 tutors.

Ngā tapaetanga ā waha – Oral Submissions

This review was undertaken through video-conferencing (Zoom).

During the review, the panel met with Te Herenga Waka staff and students associated with the programme. Some of these meetings were with individuals and some were with groups. The meetings held with the panel were:

- Dean of Faculty of Humanities and Social Sciences
- Head of School, School of Social and Cultural Studies
- Associate Deans
- Programme Director
- Centre for Academic Development
- Assistant Vice-Chancellor (Mātauranga Māori) in the Office of the Deputy Vice-Chancellor (Māori)

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- The Assistant Vice-Chancellor Pasifika along with staff from the Pasifika Student Success Team
- Academic staff in the programme, including tutors
- Staff from Āwhina
- The VUWSA student representation co-ordinator
- Students, as described above in *Student Input into the Review.*

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Ngā whakakitenga – The panel's Findings

Kōrero whakataki – Preamble

The panel found that the Religious Studies programme is highly effective. It demonstrates high levels of effectiveness across all the areas of this evaluation and, in this sense, can be seen as an exemplar of effective teaching and learning at Te Herenga Waka – Victoria University of Wellington.

The key areas of strength for the programme centre around the quality of the teaching and assessment approaches. Teaching is engaging and students generally enjoy their studies, a point which is underlined by the exceptionally high levels of student feedback seen by the panel. Religious Studies has a collaborative, supportive and positive culture which supports staff and students. Staff have an impressive research focus, which is well reflected in the curriculum.

The Religious Studies programme has a long history at Te Herenga Waka. It is currently celebrating 53 years since its establishment in 1971 under the leadership of Sir Lloyd Geering. Since that time, it has grown into a leading hub for religious scholarship in Australasia. It is acknowledged for its rigorous academic standards and vibrant intellectual environment. In this context the programme continues to uphold Sir Lloyd's legacy of groundbreaking research and his provocative discourse on spirituality, society, and the future of religion. Under the guidance of Programme Director, Dr Philip Fountain, the programme remains committed to advancing knowledge and understanding in religious studies, preparing students to engage deeply with the complexities of faith, ethics, and cultural diversity in today's world.

The programme has seen considerable change in recent years. Over the last 15 or so years, Religious Studies has seen a long-term trend of declining enrolments, and the loss of staff, not unlike some other humanities courses in the Faculty. Moreover, the Religious Studies programme has also shifted Schools in recent years, and has had several changes in personnel. In 2017, for example, the School of Art History, Classics, and Religious Studies (SACR) was dissolved, with Religious Studies then relocated to the School of Social and Cultural Studies (SACS).

From 2019 onwards, the overall number of students in the programme has been more stable, in part perhaps because of the curriculum refresh that the programme developed at this time. The stable numbers in the programme since this time have contributed to its status as 'out of scope' during the University's recent financial sustainability challenges. Nevertheless, the impacts of this process on the wider Faculty have compounded further everyday challenges and stresses on the programme's staff and students.

The 2019 curriculum refresh saw the programme delete eight courses and add six more to the offerings. There were also several changes to assessment and pedagogy which, all told, helped create an exciting new pathway through the Religious Studies major. Six new courses were introduced in this refresh:

RELI 114: Religious Troublemakers

RELI 234: Transforming the World

RELI 235: Asian Spiritualities

RELI 342: Religions in Practice

RELI 343: God, Gods, Godlessness

RELI 344: Renunciation

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These programme changes shifted the previous focus on religious traditions to a thematic approach centred on political, ethical, and existential concerns. The programme now stands at the intersection of tradition and modernity, offering students a unique blend of foundational knowledge in 'world religions' alongside a contemporary exploration of 'lived religion'. This pedagogical approach is enriched by the diverse expertise of the staff, whose specialisations span a wide array of disciplines including politics, law, wellbeing, peacebuilding, violence, and spirituality. Of particular significance are the courses addressing topics of wellbeing, happiness, and healing, as well as those exploring the complexities of dying and death. These themes, while deeply poignant, provide students with valuable insights into human experience and the role of religion in navigating life's challenges.

The programme has a proactive approach to including Mātauranga Māori and Te Ao Māori across its curriculum, enriching students' educational experiences.

Despite the many strengths of the Religious Studies programme, consistent engagement with Pasifika students (especially at 100-level) remains a challenge. This is likely linked to the critical orientation of the programme, which can be confronting for some Pasifika students, who may have chosen Religious Studies to seek affirmation of their religious beliefs, rather than as a critical social science analysis of faith itself.

The programme staff have worked especially hard to understand the challenges faced by Pasifika students, and have been proactive in working with staff across the University in this regard. The panel is confident that the approach taken by the programme staff, in the context of their outstanding work generally, will continue to see this programme provide a rich and valuable source of teaching, learning and research for Te Herenga Waka and beyond.

1. Te hanganga o ngā akoranga – Design of the Programme

ToR Domain 1 – How effective is the design of the programme?

This domain focuses on the effectiveness of programme design in terms of:

- *its contribution to the achievement of graduate outcomes;*
- *the suitability of the programme offerings, including its adherence to current trends;*
- *the extent to which teaching is informed by staff research;*
- *the mapping and communication of content, skills and pathways;*
- *the opportunities available to students from a range of backgrounds;*
- *interdisciplinary links; and*
- *the development of research skills.*

The panel found that the design of the Religious Studies programme is highly effective. Although there have been significant reconfigurations of the programme over the past seven years, it excels in fostering graduate outcomes. The programme design includes a diverse range of courses that align with contemporary trends in the discipline. The programme's breadth reflects staff specialisations as well as salient themes in religious scholarship. Its commitment to diversity and inclusion is consistently praised by students. Notably, the school has hosted visiting fellows, and its graduates have successfully pursued prestigious postgraduate studies and careers in various fields. A key strength of the programme is its forward-thinking approach, embracing a multidisciplinary model and making significant strides in decolonizing religious studies through the integration of Māori, Pasifika, and Asian knowledges.

The programme provides a clear pathway for students through their undergraduate degree (100-, 200- and 300-levels). Each level serves a specific purpose in advancing students' knowledge and skills in Religious Studies. The curriculum has also been designed to engage with three dimensions of Religious Studies: political, ethical and existential. Each course is

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aligned with one or more of these themes, facilitating comparative and critical investigation. Courses are offered across all three trimesters, with Trimesters 1 and 2 primarily aimed at in-person teaching, while Trimester 3 courses are taught online. This ensures flexibility for students and accessibility to the programme's offerings. Moreover, some courses are offered simultaneously at both 200- and 300-levels, providing flexibility for 200 and 300 level students to tailor their studies to their interests and academic goals while ensuring consistency in content and assessment standards.

The programme also has a useful set of graduate attributes which have helped structure and scaffold the knowledge and skills delivered through the undergraduate programme. 100-level courses provide introductory knowledge and academic literacy, while 200-level courses deepen understanding on specific topics. 300-level courses offer advanced studies, enhancing analytical skills and providing direct fieldwork experience.

While the graduate attributes provide a basis for scaffolding the development of a critical, knowledgeable graduate. The panel found, however, that these attributes were more effective at providing an outline of what was to be taught—rather than providing detail about the outcomes learners will develop. The panel concluded that some additional clarity in this regard should help students understand the desired outcomes of the programme and further enhance the cohesion of the programme overall.

In clarifying—or more clearly mapping—the graduate attributes, the panel also identified that there may be other benefits for the programme through such a process. For example, this may help illuminate how new technologies and innovative teaching methods could be incorporated into the programme.

Since 2022, staffing reductions have prevented Religious Studies from offering an Honours programme. Nevertheless, a new co-taught Honours programme with Anthropology and Sociology is being developed and will be starting in 2025. The panel affirms that this pathway is a worthy priority for Religious Studies and reflects a forward-thinking and particularly collegial approach with cognate disciplines, providing a clear progression to postgraduate studies.

The interdisciplinary nature of the programme has been developed via the diverse backgrounds of the teaching staff. The academic staff have expertise in disciplines including Anthropology, Sociology, Film and Media and Asian Studies. Moreover, these staff members are frequently invited to contribute to other disciplines and engage in interdisciplinary collaborations, showcasing the programme's adaptability and engagement with broader academic initiatives.

The panel noted that Religious Studies provides diverse and effective supervision across contemporary issues and concerns for postgraduate research for postgraduate research. Supervisors hold regular meetings, offer topic and methods support, provide guidance with ethics and funding applications, assist with fieldwork, and review drafts, ensuring effective communication and progress tracking.

In general, the programme design is engaging and highly inclusive, as evidenced by the praise attested in student feedback. Students have specifically highlighted the staff's strong commitment to diversity and inclusion as major strengths. Despite these considerable strengths, there are still areas of improvement possible. Further discussion on these issues is provided in Sections 5 (Māori) and 6 (Pasifika) of this review report.

Commendations related to the design of the programme:

Religious Studies is commended for:

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- the programme's impressive, creative and innovative curriculum design and delivery. The new curriculum makes a valuable contribution to the Faculty and provides a cluster of coherent, engaging courses the address contemporary issues in religion and society. It draws on relevant research methods and is clearly linked to areas of staff expertise. The clear mapping of the programme's content encourages students to follow pathways to post-graduate research;

- the programme's proactive approach to including Mātauranga Māori and Te Ao Māori across its curriculum, enriching students' educational experiences;

- the revitalisation of the Honours programme as a clear pathway into postgraduate study and the collaboration with other programmes in the school.

Recommendations made in relation to the design of the programme:

The panel recommends that the Religious Studies programme:

- further strengthen the content relating to Māori and Pasifika knowledges, religions, and spiritualities, across the course offerings. Ideally this should also involve the development of a new course devoted to the context of Aotearoa New Zealand, and the wider Pacific;

- reinstate Teaching Fellows in T3 to aid teaching workloads in these larger courses. The programme should also reconsider their course offerings with a view to managing the very high staff workloads and programming Research Leave. This could include exploring options to rest courses and/or to develop 200/300-level combined courses;

- explore options with CAD to formalise course scaffolding, for example, through the mapping of graduate outcomes;

- explore the possibilities of developing coursework that addresses historical research methods, and that—aligned with staff expertise—increases the use of multimedia and creative teaching methods and assessment.

2. Te whakaako me te aromatawai – Delivery and Assessment

This domain focuses on the effectiveness of programme delivery and assessment in terms of:

- *the range of assessment tasks;*
- *timely formative and summative feedback across courses;*
- *learning activities which support student achievement;*
- *the communication of learning objectives;*
- *processes to progress postgraduate study;*
- *effective postgraduate supervision;*
- *students being encouraged to progress to postgraduate study;*
- *staff scholarship on teaching and learning in their discipline; and*
- *learning resources.*

The panel found that the programme's delivery and assessment are effective. The programme has a range of strengths, underlined by the very high levels of positive student feedback it has received. There were very few areas for improvement identified by the panel. While challenges such as workload and limited postgraduate teaching opportunities exist, the

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programme's delivery and assessment is innovative and achieves high levels of student success in religious studies education.

The programme uses Trimesters 1 and 2 for delivering Religious Studies courses that are mainly conducted in person. Trimester 1 and 2 courses emphasise relational learning through face-to-face lectures and tutorials. Students are required to attend at least seven out of nine tutorials to support their engagement. Staff create a vibrant, inclusive environment for in-person studying and discussions, a feature which is reflected in student feedback. Since the changes to learning and teaching brought by the pandemic, the programme has also included online options including lecture recordings and Zoom tutorials. Some courses have introduced flipped learning, where students are introduced to the learning material online (via pre-recorded videos) before class. This allows classroom time to be used to deepen understanding through discussion with teachers and peers.

In Trimester 3 courses are offered entirely online, with no in-person attendance required. The courses use short recorded lectures, discussion boards, and online assessments. This format is highly accessible, particularly for students who are out of town or who are in full-time summer work. This delivery approach and has led to high enrolment numbers, which suggests that both the format and the content are appealing to students.

Both in-person and online delivery use Nuku (the university online platform) to provide materials, communicating with students, and deliver assessments. Lecture recordings, online tutorials and discussion boards, enhance accessibility and flexibility and support student learning and engagement.

The Religious Studies programme has a rich variety of assessment strategies, including essays, journal exercises, interactive discussion boards, annotated bibliographies, quizzes, tests, weekly reflections, reading responses, seminar presentations, fieldwork reports, book reviews, and collaborative/team learning exercises. The tasks foster diverse skills sets in students. For instance, in a course on sacred texts, students are tasked with writing a traditional essay analysing a religious text, while in the course on contemporary religious issues, they engage in interactive discussion boards to debate current topics.

One of the strengths of the programme lies in its commitment to providing timely and tailored feedback to students. Students typically receive feedback on their assessments within the three weeks in accord with School of Social and Cultural Studies guidelines. This feedback not only reinforces learning but also facilitates continuous improvement, enhancing the overall student experience.

This programme staff actively encourage undergraduate students to progress to higher levels of study. The panel also found that the study programme for supporting postgraduate students works well. This strategy uses active approaches to supervision as well as community engagement initiatives, such as potluck dinners and other regular social events. The staff establish strong connections with postgraduate students, fostering a sense of community through their efforts to unite people. Again, student feedback emphasises staff dedication and attentive supervision of students.

The programme effectively communicates its learning objectives and opportunities to students. The panel found that course guides serve as comprehensive student resources, covering lecture topics, readings, learning objectives, and assessments. Clear and concise course descriptions include information on course learning objectives, readings, tutorial schedules, assessments and timelines. At the end of each course, a debriefing session is conducted. This covers both moral and pedagogical implications for students, helping them develop skills needed for postgraduate study and communicate the learning from the course.

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The panel affirmed that the programme's academic staff demonstrate a strong commitment to scholarship, through engagement with diverse scholars and scholarly activities at both national and global levels, and involvement in international conferences, editorial boards and scholarly societies. This underscores the programme's dedication to research excellence. However, the potential impact of workload on the quality of scholarship highlights the need for adequate support and resources to sustain scholarly engagement, which is reflected in the recommendation below, as well as in the panel's advice to the Dean.

Commendations related to the delivery and assessment of the programme:

Religious Studies is commended for:

- the variety and overall quality of assessment activities used across the programme, which supports the high-quality curriculum delivered.

Recommendations made in relation to the delivery and assessment of the programme:

The panel recommends that Religious Studies:

- appoint a 0.5% FTE Assistant Lectureship in the Māori, and/or Pasifika subject areas when sufficient financial resources are available.

3. Te arotake me te kounga – Evaluation and Quality

ToR Domain 3 – How does the programme use information and feedback in order to improve?

This domain focuses on how well the programme uses a variety of data and feedback to improve teaching and learning, including:

- *the quality of moderation processes;*
- *the use of student data in areas such as course feedback, enrolment, retention, engagement and achievement data; and*
- *the overall analysis of data to analyse its performance and plan for improvement.*

The panel found that the programme has an effective approach to evaluation and quality with staff following good moderation processes. Programme staff also utilise student data to reflect on the programme's effectiveness, particularly in relation to data gathered from course feedback, enrolment and retention information, engagement data, and achievement statistics.

The programme ensures that assessments undergo suitable moderation processes. The panel found the programme operates in line with the University requirements across all of its courses. There are also suitable internal moderation processes in place for the innovative and newer assessment items. Assignments with multiple markers are moderated for consistency, and final grades are moderated at the end of each trimester. External moderation of postgraduate programmes further enhances the credibility and rigor of assessment practices overall.

The programme actively engages in analysing student data to identify trends in enrolment and retention. Over the last seven years, students in RELI courses demonstrate solid academic progression, with average GPAs ranging from 3.1 to 4.9 and pass rates consistently between 76.72% and 86.46% across the last 7 years. There is a proactive approach to monitoring the enrolment, retention, and pass rates of Māori students, and Pasifika students. Regular discussions are held to address these metrics, with a focus on improving outcomes. The programme is aware of challenges regarding the recruitment and retention of Pasifika students, and is open to developing strategies in collaboration with Pasifika staff and students.

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The programme demonstrates a comprehensive understanding of its performance and actively seeks feedback from students and colleagues to inform development strategies. Formal student feedback processes are conducted for all Religious Studies courses, providing valuable insights into areas for improvement.

Commendations related to the evaluation and quality of the programme:

Religious Studies is commended for:

- the analysis and responsiveness to student achievement data and course evaluations by the programme staff, including the proactive monitoring of enrolment and academic performance of different groups of students, and the commitment to ongoing improvement strategies based on data analysis; and the proactive stance in addressing challenges faced by Pasifika students.

4. Ngā hapori – Programme's Community

ToR Domain 4 – How well does the programme foster a sense of community for its students (undergraduate and postgraduate), and staff, that reaches across the programme?

This domain focuses on how well the programme fosters a sense of community through such aspects as how:

- *undergraduate students are included in collaborative learning activities;*
- *postgraduate students have events to discuss their research and are invited to events such as seminars and visiting lectures;*
- *international students are supported;*
- *staff collegiality and collaboration on teaching and research; and*
- *external opportunities for learning, teaching and research.*

The panel found that there is strong sense of community in the Religious Studies programme, which is supportive of staff and students. A key strength of the programme is its emphasis on fostering a collaborative learning environment for undergraduate students through significant in-class interaction, seminar-style formats, and group work activities. Additionally, the inclusion of undergraduates in community-building activities, initiated by both staff and students, further enhances the sense of belonging and support within the programme.

Postgraduate students benefit from opportunities to discuss their research and participate in programme-level events. The panel found that the school actively engages postgraduate students by hosting visiting scholars, public lectures, and seminars, with these lectures being integrated into coursework as either scheduled components or extracurricular options. Postgraduate students regularly present their work in programme seminars. According to student feedback, the opportunity to tutor and participate in the teaching of the programme is greatly appreciated by postgraduate students. Tutors feel supported by the staff and more experienced tutors.

There are high levels of collaboration across learning, teaching and research. This commitment is evident through such initiatives as joint research projects and the co-supervision of postgraduate students with staff across the School of Social and Cultural Studies (Sociology, Anthropology, and Criminology) as well as the wider Faculty. Programme staff frequently exchange guest lectures within the Religious Studies department and often collaborate on teaching entire courses together. This collaborative approach extends to cognate disciplines, for instance, with scholars specializing in Indigenous religion collaborating closely with colleagues in Va'aomanū Pasifika and Te Kawa a Māui on joint research and teaching endeavours.

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The panel found that the school accommodates a substantial number of international students at both undergraduate and postgraduate levels, citing the most recent example of eight students from Indonesia enrolled in course RELI 113 in 2023. Throughout the semester, the course coordinator engaged with them by inviting them to morning and farewell afternoon teas, and facilitating discussions on both the course content and Indonesian religious context.

Overall, the panel found that staff members within the programme demonstrate collegial relationships and collaborate on both teaching and research activities, extending beyond the Religious Studies department to include joint research projects and co-supervision of postgraduate students across disciplines within the School of Social and Cultural Studies, and beyond. The positive working environment and collegiality among staff members contribute to a supportive and inclusive community, with the panel identifying no significant areas for development in this domain.

Commendations related to the programme community:

Religious Studies is commended for:

- the inclusive community and collegiality across staff and students in the programme. Staff show incredible generosity towards students and provide proactive support as required. Staff and students have built a strong, rich, and empathetic community within their undergraduate and postgraduate cohorts.

Recommendations made in relation to the programme community:

The panel recommends that Religious Studies:

- continues to build its relationships with Āwhina and the Pasifika Student Support Team to ensure it continues to develop its responsiveness to the diverse needs of students from these two groups especially.

5. Māori

ToR Domain 5 – How well does the programme demonstrate commitment to Te Tiriti o Waitangi by including Māori focus in its design, delivery, assessment and evaluation?

This domain focuses on how well the programme supports Māori education through approaches such as:

- *including Māori perspectives;*
- *having staff who are culturally capable;*
- *providing an inclusive learning environment for Māori students;*
- *engaging in Māori related teaching and research;*
- *monitoring and responding to Māori student enrolment and retention and taking immediate action to resolve issues; and*
- *is involved in reciprocal relationships and partnerships with Māori.*

The Religious Studies programme's commitment to Te Tiriti o Waitangi effectively supports a Māori focus in its programme design, delivery, assessment, and evaluation. The key strengths of the programme include the active integration of Māori scholarship since 2019, incorporating Mātauranga Māori into teaching, assessments, and readings across all courses. Māori content is creatively integrated throughout undergraduate and postgraduate programmes, enhancing the learning experience.

The panel acknowledged the commitment of the programme's academic staff to enhance their cultural and language competency. All staff members have participated in Te Hāpai

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courses, and some have attended Te Reo Māori lessons as part of their ongoing work to develop the programme's cultural responsiveness. The programme has also made commendable strides in integrating Māori content and perspectives into the programme. This is evident in reading lists, which feature a high proportion of works by Māori scholars, and in the incorporation of topics related to Te Ao Māori. Students, both undergraduate and postgraduate, expressed their appreciation to the panel for the thoughtful inclusion of Te Ao Māori concepts.

Staff are involved in Māori-related research and that Māori lecturers and guest speakers have contributed to the programme, reflecting a commitment to incorporating Māori cultural perspectives. Programme staff conduct research in Māori contexts, drawing on established partnerships with Māori communities as well as co-authored outputs with Māori experts. The programme's active involvement in Māori-related teaching and research contributes to scholarship in Aotearoa and also informs the development of culturally relevant resources for the programme's teaching and learning.

By actively integrating Te Ao Māori into coursework, and embracing decolonial approaches to teaching, staff members strive to develop an atmosphere of cultural inclusivity, that respects and celebrates Māori cultural values and practices. Student feedback confirms that the university ensures Māori students' experiences are inclusive and are grounded in local context.

The panel found that the programme actively monitors Māori student enrolment and academic performance through regular discussions and moderation sessions. Māori student enrolment fluctuates from year to year without a clear upward or downward trend. To attract more Māori students, the panel recommends that the programme be promoted more effectively to future students, ensuring clear communication of its offerings and work being undertaken.

Māori student achievement in Religious Studies was in line with the averages seen across the Faculty. Based on the data from 2021 to 2023, Māori students in Religious Studies tended to have slightly lower Grade Point Averages (GPA) compared to those in the Faculty overall. That said, all the 100-level GPAs for Religious Studies are slightly lower than the Faculty average. At 300-level Māori students in Religious Studies have a GPA that is in line with the Faculty averages. Pleasingly, Religious Studies has good levels of Māori student retention through to 300-level, with between 10 and 13% of its 300-level cohort being Māori in the years 2021 to 2023. (For more information on student numbers and achievement, see Appendix 1).

There is opportunity for significant next steps for the programme in developing their responsiveness to Māori. These next steps are based on the programme's strong relationships with Māori students and staff across the University, particularly within Te Kawa a Māui. To build upon this foundation, the panel recommends developing a co-taught course with Te Kawa a Māui focused on Māori knowledges, religion, and spirituality. This course could be offered at both the undergraduate and Honours programme levels, complementing the interdisciplinary 2025 Honours offering and expanding the programme's reach. As future staffing budgets allow, the teaching of such a programme could be supported through a 0.5 assistant lecturer role, potentially linked to a doctoral student or teaching fellow. This is discussed more in the advice to Dean section of this report.

Another next step is for the programme to continue to develop their positive relationship with the team from Āwhina as they continue to build their responsiveness to Māori students overall.

Commendations related to the programme's Māori focus:

Religious Studies is commended for:

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- its proactive approach to including Māori content and perspectives across its curriculum, enriching students' educational experiences;
- enhancing staff cultural competency, contributing to the authentic inclusion of Māori perspectives in teaching practices;
- fostering an inclusive learning environment by incorporating Te Ao Māori concepts sensitively and authentically, creating a supportive atmosphere.

Recommendations made in relation to the programme's Māori focus:

The panel recommends that Religious Studies:

- appoint a 0.5% FTE Assistant Lectureship in the Māori and/or Pasifika subject areas when sufficient financial resources are available;

- further strengthen the content across the course offerings relating to Māori knowledges, religions, and spiritualities. Ideally, this should also involve the development of a new course devoted the context of Aotearoa New Zealand, and the wider Pacific.

6. Te Moananui a Kiwa – Pasifika

ToR Domain 6 – How effectively does the programme provide opportunities for Pasifika students to engage in their learning and progress to further study?

This domain focuses on how well the programme supports Pasifika education through approaches such as:

- *having culturally capable staff;*
- *including Pasifika perspectives in teaching and learning;*
- *providing an inclusive learning environment for Pasifika students;*
- *monitoring and responding to Pasifika student enrolment and retention and taking immediate action to resolve issues; and*
- *collaborates with Pasifika students, their families and communities.*

The panel found the programme's work with Pasifika students has some important strengths although there are also some significant challenges in this domain. On the whole, the programme has a good understanding of these challenges and is taking good steps to improve Pasifika student engagement.

The strengths demonstrated by the programme revolve around its ability to foster inclusivity and build a positive overall culture for learning and teaching. While there was limited evidence from Pasifika students directly, the panel did find that staff were very empathetic and accommodating, established a secure environment for exploring and critically examining religious relationships. This environment is vital for engagement with diverse faith and non-faith traditions in supportive dialogue where probing questions may be asked.

The programme has also connected with Pasifika students to identify specific areas for programme improvement. These meetings were supported by the University's Pasifika Student Success Team. Following these meetings, changes were made to the programme, including the way some assessments are structured, which reflect approaches that had been successful with Pasifika students in other parts of the University. The programme staff also draw more now on Pasifika scholarship and have added more readings by Pasifika scholars into the course offerings. The programme has also offered, additional, optional tutorials for Pasifika students. Overall, the panel found that the programme is working to navigate safe

and secure ways for students to enter religious studies without jeopardising their own wellbeing in questioning their faith.

The challenges the programme faces in relation to Pasifika students appear to centre on how well the programme engages Pasifika students who are potentially challenged by the critical orientation of the programme. Some Pasifika students come to this programme with deeply held views about religion and faith. Sometimes these students are not well-positioned to critique their faith, or to critically compare their approach to other religions. The programme is aware that at times Pasifika students have expressed discomfort with the critical approach to studying religion, and that this may be a factor in the academic performance of Pasifika students. This is especially evident at 100-level, where some Pasifika students have not engaged well. Hence, while there are good numbers of Pasifika students registered in undergraduate RELI courses (compared to the Faculty overall), as a cohort, Pasifika students have a lower GPA compared with those in undergraduate courses across the Faculty of Humanities and Social Sciences.

Interestingly, 2023 has seen a marked increase in the level of achievement by Pasifika students at 300-level, after two years when Pasifika student achievement was relatively low. There are relatively small numbers of students overall in these groups, so care needs to be taken against reading too much into the success of 2023, or into the somewhat lower levels of Pasifika student performance at 300-level in 2022 and 2021.

What is perhaps clearer is that by 300-level, the programme maintains a Pasifika cohort that is generally larger than the average for the Faculty. Whatever barriers may or may not exist at 100-level for some Pasifika students, they do not seriously impede the success of good numbers of Pasifika students overall. (For more information see Appendix 1).

In response to these findings, the panel recommend that the programme staff continue working with the Office of the AVC Pasifika to enhance academic learning and teaching tailored for Pasifika students. This includes integrating more contemporary and positive Pasifika religion and spirituality case studies into coursework, focusing on contributions to development, addressing climate change/environmental risks, education, health, and wellbeing. Strategies could involve using multimedia content and establishing partnerships with Pasifika churches and religious NGOs. The panel also suggests that the programme seek feedback from Pasifika students regarding coursework. The panel also emphasises the importance of the University showcasing Pasifika student achievements in promotional activities, and providing more information about vocational pathways within the programme.

Recommendations made in relation to the Pasifika focus in the programme:

The panel recommends that Religious Studies:

- appoint a 0.5% FTE Assistant Lectureship in the Māori, and/or Pasifika subject areas when sufficient financial resources are available.

- further strengthen the content across the course offerings relating to Pasifika knowledges, religions, and spiritualities. Ideally, this should also involve the development of a new course devoted the context of Aotearoa New Zealand, and the wider Pacific;

- work with the office of the AVC Pasifika and the academic community to enhance their responsiveness to Pasifika students to improve our enrolment, retention, course and degree completion, and to provide information about vocational pathways;

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- engage more with Pasifika communities outside the University, including faith and diaspora community leaders, to continue developing effective strategies to support Pasifika student engage and enrolment.

7. Kōrero me te hapori – Stakeholder Engagement

ToR Domain 7 – How effectively is the Programme linked to and responsive to its relevant academic, social and professional communities?

This domain focuses on how well the programme:

- *has staff who are linked to the wider academic community, nationally and internationally;*
- *identifies its external stakeholders and is engaged with them to understand future trends and opportunities;*
- *is acceptable to its external stakeholders; and*
- *identifies career opportunities for students.*

The panel found that the programme has excellent connections to academic stakeholders as part of the learning, teaching and research focus of staff. However, the panel was less certain about the extent to which the programme understood and developed its connection to stakeholders beyond the academic domain.

A key strength of the programme is its emphasis on engagement with the wider academic community both nationally and internationally. This is evident through their active participation in peer review processes, contribution to scholarly publications, and conference activities. The programme benefits from strong relationships with scholars globally, facilitating research collaboration and leadership roles in academic associations. Additionally, the staff have demonstrated a consistent and innovative approach to securing funding, obtaining various grants and awards for their research.

The programme exhibits clear engagement with a diverse array of external stakeholders, ranging from religious and community organizations to educational bodies. Notable efforts include collaboration with secondary school Religious Studies teachers and participation in curriculum development initiatives. However, there is potential to enhance engagement with Pasifika religious communities, which would respond to a need for deeper connections in this regard.

Another strength is the programme's collaboration with external stakeholders, which is a notable aspect of its engagement strategy. Partnership with various organizations facilitates discussions on potential changes and trends in the workforce and the religious studies discipline. However, the Panel recommends clearer articulation of vocational pathways to enhance student retention, particularly among Māori and Pasifika students.

The programme has achieved a level of acceptance among its external stakeholders, as evidenced by the strong relationships built through field trips, workshops, public talks, and other forms of engagement. These efforts have contributed to a positive perception of the programme within its professional communities.

The panel found that while the programme offers essential knowledge and perspectives for navigating global issues, there is a need to identify and articulate career opportunities within the programme. Thus, better communication regarding career pathways to students is recommended. Providing clearer information on career options could enhance students' understanding and potentially improve retention rates, particularly among those from underrepresented backgrounds. Student feedback, however, underscores the programme's unique value in offering a comprehensive understanding of global issues, equipping students

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with perspectives essential for navigating the complexities of the modern world. This distinctive approach, which other programmes may not provide, is highly recommended by students.

Commendations related to links between the Programme and stakeholder engagement:

Religious Studies is commended for:

- for their international research standing and their active leadership in international scholarly associations including the NZASR and the RHAANZ, and the executive editorship of the *Yin-Cheng Journal of Contemporary Buddhism*, along with their stakeholder engagement with local religious communities and cultural associations;
- for their impressive research grant success, which underlines their role as experts in the region and internationally.

Kupu tohutohu ki te Amo Aronui – Advice to the Dean

The panel advises the Dean that the Religious Studies programme is working extremely well, despite the significant challenges it has faced in recent times. This programme is valuable, has a positive attitude and is appreciated at all levels of the university.

Despite the many changes the programme has gone through since its relocation to the School of Social and Cultural Studies in 2017, the programme has performed well. The 2019 curriculum refresh has also provided an excellent basis for the programme to flourish. Indeed, the refresh may also be credited, in part at least, for the programme's relatively stable student numbers and the very high levels of student satisfaction with learning and teaching.

Impact of the school relocation and a change of curriculum, along with personnel changes, the challenges of pandemic teaching, and the additional stress of the University's financial sustainability processes, have all contributed to the staff members' enormous workload. While they have maintained very high standards and should be seen as exemplary in many regards, the risk of staff burnout remains; and this is perhaps of greater risk now than during the pandemic. The programme currently has only four permanent staff, and there is a need to support all these staff members in order for the programme to continue to do well.

The following suggestions to the Dean then are very much aimed at supporting an excellent programme, albeit with a risk that its staff are unable to maintain their current efforts into the future.

Investigating the hiring of a part-time teaching fellow

The recruitment of additional staff should be a priority. In this regard and when funds are available, we strongly recommend the appointment of a 0.5% FTE Assistant Lectureship in the Māori, and/or Pasifika subject areas to the programme.

Teaching Fellows in T3

The panel recommends reinstating Teaching Fellows in T3 to aid teaching workloads in larger courses.

Offer small scholarships or grants to incentivize and support students, particularly Māori and Pasifika students

Such scholarships would help alleviate financial burdens and would also incentivise academic achievement and participation. By targeting these specific groups, the Faculty would also demonstrate its commitment to equity and access, empowering students who might otherwise face barriers to higher education.

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Provide more opportunities for staff and postgraduate students to participate in conferences and connect with the international academic community

These experiences not only enhance professional development by fostering global perspectives and collaborations, but also further elevate the Faculty's academic reputation.

Increase efforts to advertise the undergraduate programme

The stand-out quality of the Religious Studies programme should be presented more broadly, nationally and internationally, in line with its standing. Additional marketing could attract students from beyond the usual Te Herenga Waka student cohort, thereby making a significant contribution to the Faculty budget. Additional marketing would also help alert students who are currently attending, and those intending to enrol at Te Herenga Waka, to the programme's offerings and benefits.

Appendix 1: Student pass rates, Grade Points Averages (GPAs) and course registrations in Religious Studies and the Faculty of Humanities and Social Sciences

Table 1: RELI undergraduate courses - student achievement patterns 2016-2023 by ethnicity

Year	100			200			300		
	All stds GPA	Māori stds GPA	Pasifika stds GPA	All stds GPA	Māori stds GPA	Pasifika stds GPA	All stds GPA	Māori stds GPA	Pasifika stds GPA
2023	4.4	3.7	2.4	5.2	4.3	3.9	5.9	5.7	4.7
2022	4.3	3.6	2.2	4.9	4.4	2.5	4.9	4.3	1.7
2021	4.3	4.0	2.2	5.3	4.6	2.8	5.5	5.1	0.3
2020	4.9	4.0	3.3	5.2	3.9	5.0	6.1	5.7	5.1
2019	4.8	4.2	1.7	5.4	3.8	3.8	6.0	4.7	4.8
2018	3.9	3.3	1.8	5.4	3.9	3.8	5.4	5.4	3.7
2017	4.3	3.7	2.2	5.4	4.7	4.5	6.2	6.9	4.7
2016	4.4	3.1	2.2	5.2	4.2	3.0	5.6	5.2	4.0

Table 2: RELI undergraduate courses by registered students 2016-2023 by ethnicity

Year	100			200			300		
	No. of reg stds	Māori stds	Pasifika stds	No. of reg stds	Māori stds	Pasifika stds	No. of reg stds	Māori stds	Pasifika stds
2023	292	35 (11.98%)	38 (13.01%)	253	38 (15.01%)	22 (8.69%)	158	17 (10.7%)	15 (9.49%)
2022	284	38 (13.4%)	39 (13.8%)	251	27 (10.7%)	26 (10.3%)	127	15 (11.8%)	11 (8.66%)
2021	318	46 (14.4%)	48 (15.09%)	259	26 (10.03%)	16 (6.1%)	68	9 (13.2%)	3 (4.41%)
2020	357	31 (8.6%)	45 (12.6%)	299	45 (15.05%)	17 (5.6%)	96	9 (9.37%)	9 (9.37%)
2019	246	40 (16.2%)	29 (11.7%)	141	11 (7.8%)	12 (8.5%)	96	14 (14.5%)	6 (6.25%%)
2018	268	31 (11.5%)	34 (12.6%)	166	20 (12.04%)	13 (7.8%)	127	17 (13.3%)	6 (4.72%)
2017	367	36 (9.8%)	53 (14.4%)	223	25 (11.2%)	13 (5.8%)	126	7 (5.55%)	18 (14.2%)
2016	443	54 (12.1%)	50 (11.2%)	249	24 (9.6%)	20 (8.03%)	201	23 (11.4%)	21 (10.4%)

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Table 3: RELI undergraduate courses - student pass rates by ethnicity 2016-2023

Year	100			200			300		
	All stds	Māori stds	Pasifika stds	All stds	Māori stds	Pasifika stds	All stds	Māori stds	Pasifika stds
2023	85.66%	80.00%	63.89%	87.15%	74.29%	76.19%	94.12%	100.00%	86.67%
2022	77.90%	72.97%	55.26%	85.54%	73.91%	68.00%	91.30%	91.67%	55.56%
2021	76.72%	78.57%	54.35%	86.94%	75.00%	66.67%	87.50%	87.50%	33.33%
2020	84.52%	82.14%	66.67%	88.54%	77.27%	93.75%	93.33%	88.89%	87.50%
2019	83.40%	75.00%	50.00%	92.75%	80.00%	91.67%	98.92%	100.00%	100.00%
2018	80.48%	75.86%	54.84%	92.31%	78.57%	90.91%	92.74%	100.00%	100.00%
2017	84.15%	81.82%	65.31%	90.09%	92.00%	100.00%	95.26%	100.00%	88.24%
2016	86.46%	66.67%	64.44%	88.51%	75.00%	63.16%	94.30%	91.30%	95.00%

Table 4: FHSS undergraduate courses - student achievement patterns 2016-2023 by ethnicity

Year	100			200			300		
	All stds GPA	Māori stds GPA	Pasifika stds GPA	All stds GPA	Māori stds GPA	Pasifika stds GPA	All stds GPA	Māori stds GPA	Pasifika stds GPA
2023	5.0	4.2	3.3	4.9	4.6	3.7	5.4	5.1	4.3
2022	4.5	3.9	3.1	4.8	4.1	3.4	5.3	4.6	4.0
2021	4.6	4.0	3.3	4.9	4.2	3.4	5.3	5.0	4.2
2020	4.9	4.2	3.7	5.2	4.7	3.9	5.6	5.2	4.5
2019	4.3	3.7	3.0	4.8	4.2	3.7	5.2	4.8	4.0
2018	4.3	3.6	3.1	4.7	4.1	3.4	5.1	4.5	3.9
2017	4.2	3.7	2.9	4.7	4.0	3.6	5.1	4.6	3.8
2016	4.2	3.5	2.9	4.6	4.1	3.3	5.1	4.7	3.9

Table 5: FHSS undergraduate courses by registered students 2016-2023

Year	100		200		300	
	Māori stds	Pasifika stds	Māori stds	Pasifika stds	Māori stds	Pasifika stds
2023	13%	8.6 %	11.5 %	6.4 %	11.4 %	5.6 %
2022	13.2 %	8.4 %	11.6 %	6.4 %	10.7 %	5.1 %
2021	13.4 %	7.8 %	11 %	6.2 %	11 %	5.5 %
2020	12.4 %	6.9 %	11.2 %	6.4 %	10.2 %	5.2 %
2019	12.7 %	7.6 %	10.4 %	6.2 %	10 %	4.5 %
2018	12.2 %	7.2 %	10.3 %	5.3 %	9.8 %	4.9 %
2017	11.8 %	6.6 %	10.1 %	5.6 %	10.1 %	5.4 %
2016	11. 7 %	6.9 %	10.8 %	6.1 %	10 %	4.5 %

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VICTORIA UNIVERSITY OF WELLINGTON
TE HERENGA WAKA

Programme Review Implementation Plan

Review of Study of Religion

Implementation Plan Development & Approval	Date:	Recorded by:
Head of School	25 Feb 2025	Simon Mackenzie
Dean	26/02/2025	Averil Coxhead
Faculty Board (or equivalent)		
Senior Leadership Team		
Academic Board		

Response from the programme

We are immensely grateful for the time and expert input from the review panel. It was very helpful to have the opportunity to engage in important and substantive conversations with the review panellists about the current direction and future trajectories of the programme. We are happy to accept all the recommendations.

The self-review process made it clear to us that we had further work to do engaging with Māori and Pasifika students, and several of the recommendations have highlighted this theme. This is one of the primary areas we want to invest in over the next few years.

We greatly appreciate the support we have received from the School of Social and Cultural Studies and the broader Faculty of Humanities and Social Sciences. With ongoing support and resourcing, we are confident we can continue to see the Study of Religion flourish as a dynamic, creative, and energetic programme.

Appendix: Recommendations

No.	Recommendation	Response
1.	Further strengthen the content relating to Māori and Pasifika knowledges, religions, and spiritualities. Ideally this should also involve the development of a new course devoted to the context of Aotearoa New Zealand, and the wider Pacific.	Accept.
2.	Appoint a 0.5% FTE Assistant Lectureship in the Māori, and/or Pasifika subject areas.	Accept, subject to available funding and approval via the usual processes.
3.	Reinstate Teaching Fellows in T3.	Accept.
4.	Work with CAD to formalise course scaffolding, for example, through the mapping of graduate outcomes.	Accept.
5.	Work with AVC Pasifika and the academic community to enhance their responsiveness to Pasifika students to improve enrolment, retention, course and degree	Accept.

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No.	Recommendation	Response
	completion, and to provide information about vocational pathways.	
6.	Engage with Pasifika communities outside the University, including faith and diaspora community leaders, to continue developing effective strategies to support Pasifika student engage and enrolment.	Accept.
7.	Build relationships with Āwhina and the Pasifika Student Support Team to ensure we continue to develop responsiveness to the diverse needs of students from these two groups especially.	Accept.
8.	Explore developing coursework that addresses historical research methods, and that—aligned with staff expertise—increases the use of multimedia, creative teaching methods and assessment.	Accept.

Implementation details

Recommendation 1: Strengthen Māori and Pasifika Content

Responsibility: Programme Staff (including new .5 FTE Assistant Lectureship)

Action(s)	Anticipated completion date	Actual completion date
The strengthening of Māori and Pasifika content in our courses is an important goal for the next stage of development for the RELI programme. The programme is committed to continuing to strengthen our engagement with Māori and Pasifika scholarship, students, and colleagues. We have two specific initiatives which are part of an ongoing and broader process of engagement on these issues by all members of the programme: (a) schedule a talanoa session internal to the programme, and (b) plan a new course offering on Indigenous Religion.		
Programme talanoa on Māori and Pasifika content: This will involve a programme-wide extended sharing session in which teaching staff compare notes on syllabi, pedagogy, and best practice. Following an appreciative inquiry methodology, we will aim to build on the strengths of the programme while also identifying areas for improvement. We will seek input into this talanoa from FHSS colleagues who have undertaken innovative course design in this area.	Mid-2026	
Introduce a new course on Indigenous Religion: With the addition of a new staff member (see recommendation 2, below) we would have the resources and capacity to develop a new course on Indigenous Religion. We are confident this course would attract high student enrolments and complement existing offerings in RELI, Te Kawa a Maui, and Va'aomanū Pasifika. We would work closely with colleagues in these programmes in preparing an innovative and cutting-edge syllabus for this course. The course would engage students in emerging scholarship on religion in Aotearoa and across the Pacific, as well as engage in important debates about the politics of decolonisation.	2027	

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Recommendation 2: Appoint an .5 FTE Assistant Lectureship

Responsibility: SACS HoS, FHSS Dean and PD

Action(s)	Anticipated completion date	Actual completion date
Subject to available funding and approval via the usual processes, RELI would eagerly look forward to working with HoS and Dean FHSS to appoint an .5 FTE Assistant Lectureship in Māori and/or Pacific areas. We think an appointment of this kind will enable the programme to significantly improve our engagement with Māori and Pasifika students, including by enabling the programme to put up a new and attractive course offering on Indigenous Religion (see recommendation 1, above) and providing valuable input into other course offerings. If funding and approvals are available, ideally this appointment would be made in early 2026.	Early 2026	

Recommendation 3: Reinstate T3 Teaching Fellows

Responsibility: Dean FHSS

Action(s)	Anticipated completion date	Actual completion date
This recommendation concerns providing ongoing financial support for two Teaching Fellows who would coordinate T3 courses. FHSS has already enacted this recommendation for T3 2024. We are grateful for this support. This measure provides significantly greater clarity and confidence about our teaching schedule and our overall teaching loads. We will be able to build on this over the coming years. This is a major improvement on the uncertainty faced at the start of 2024.	2024	2024

Recommendation 4: Formalise Course Scaffolding

Responsibility: PD and CAD

Action(s)	Anticipated completion date	Actual completion date
The review identified a need to further clarify and articulate course scaffolding across our undergraduate offerings, including particularly in providing more detail about the outcomes learners develop in our courses and, therefore also, the graduate outcomes. The PD will meet with CAD to discuss course scaffolding and to prepare clearer documentation on this issue. We will then work to provide clear communication on this to our undergraduate students. This process can be initiated in the second half of 2025.	2025	

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Recommendation 5: Enhance Responsiveness to Pasifika Students

Responsibility: PD and AVC Pasifika

Action(s)	Anticipated completion date	Actual completion date
This proposal recommends that the programme engage with the AVC Pasifika address our responsiveness to Pasifika students to improve enrolment, retention, course and degree completion, and to provide information about vocational pathways. We are very happy to do so. The programme has enjoyed a very warm relationship with the Hon. Luamanuvao Dame Winnie Laban, and we are sad at the news of her recent departure from the university. However, we greatly look forward to working closely with the new AVC Pasifika to address this issue. The programme PD will meet with AVC Pasifika in the second half of 2025, depending on availability in the busy schedule of the AVC Pasifika, to begin this conversation. We look forward to valued advice and suggestions emerging from this conversation.	2025	

Recommendation 6: Engage External Pasifika Communities

Responsibility: RELI Programme Staff

Action(s)	Anticipated completion date	Actual completion date
The programme has had an informal and yet warm and generous relationship with Pasifika communities. We look forward to building on this in the coming years by continuing to develop existing initiatives and by leveraging new opportunities. While this requires an ongoing and programme-wide process, we have identified two initiatives that we think are going to be especially productive. These engage Pasifika religious communities in ways that can really foreground the rich tapestry of religious life among Pasifika communities here in Aotearoa: (a) we will organise class fieldtrips to visit Pasifika communities, and (b) we will host a public seminar to address Pacific religion. On both these initiatives we look forward to working with, and building on advice and input from, Pasifika colleagues and the AVC Pasifika.		
Organise class fieldtrips to visit Pasifika communities: This initiative continues with a practice that has already a long history in the programme. For example, in T2 2024 one of our 300-level classes undertook a three-hour fieldtrip with the Congregational Christian Church of Samoa in Newtown, one of the oldest Pasifika churches in Aotearoa. The same class was also invited to attend Sunday worship, which was a memorable and moving experience. Whenever appropriate the programme will continue to seek to engage in fieldtrips to Pasifika communities as part of our classes in order to enhance our students' understanding of Pasifika religion and to learn from Pasifika religious leaders in areas of their expertise.	Ongoing	
Host a public seminar with Pasifika scholars and leaders: We also plan to organise a public seminar which will serve as a vital and important space for addressing issues pertaining to	2027	

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religion among Pacific peoples in New Zealand. This will provide space for scholars, religious leaders, civil servants, and community leaders to come together to discuss and debate the changing roles of religion among Pasifika communities in Aotearoa. We will work with AVC Pasifika in organising this event and hope it will provide a unique and valued space for conversations about religion. We anticipate holding this event in 2027.		

Recommendation 7: Build Relationships with Āwhina and the Pasifika Student Support Team

Responsibility: RELI Programme staff and Awhina and Pasifika Support Team

Action(s)	Anticipated completion date	Actual completion date
The programme enjoys a warm and productive relationship with both Āwhina and the Pasifika Student Support Team. We have already greatly benefited from the support provided by these teams, and we look forward to advice, suggestions, and assistance into the future. While the work of engaging with Āwhina and Pasifika Support is ongoing, the PD will also meet with both Āwhina and Pasifika Support in the second half of 2025 to have direct conversations and invite advice and suggestions on how we can best support our Māori and Pasifika students.	End-2025	

Recommendation 8: Explore Coursework on Historical Research Methods

Responsibility: RELI Programme staff

Action(s)	Anticipated completion date	Actual completion date
We are grateful for the suggestion to consider putting up a new course on historical research methods on religion. This is one of the strengths of the programme and we are interested in exploring new ways to provide excellent training in this area to our undergraduate students. The programme will schedule an extended meeting on how we can best enhance our engagement with historical methods across our offerings. We anticipate scheduling this meeting in 2026.	2026	

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ACADEMIC
PROGRAMME REVIEW

Art History

8 to 10 May 2024

Report Completed

He mihi - Acknowledgements

He mihi nui ki ngā kaiako, ki ngā kaimahi, ki ngā tauira hoki o Te Wāhanga Aronui. The Panel would like to thank the staff and students of the Faculty of Humanities and Social Sciences for their engaged and open participation in this review.

Ngā mema arotake - Panel members

Dr Robin Skinner (Convener)
Faculty of Architecture and Design
Te Herenga Waka–Victoria University of Wellington

Professor Rex Butler
Monash University

Associate Professor Ngarino Ellis
Waipapa Taumata Rau The University of Auckland

Dr Cherie Chu-Fuluifaga
Faculty of Education
Te Herenga Waka–Victoria University of Wellington

Dr Rebecca Rice
Curator Historical Art
Museum of New Zealand Te Papa Tongarewa

Academic Office staff:

Dr Robert Stratford
Elena Louverdis

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Rārangi kōrero - Table of Contents

Whakarāpopototanga o ngā mihi – Summary of Commendations

The Panel found that the Art History programme is performing well across some of the evaluation domains. The programme staff are commended for their outstanding commitment to teaching, learning and research and for the contribution they make to the Faculty and wider University. In particular, the Panel commends the Art History programme for:

1. the positive attitude of staff in response to the challenges faced at Te Herenga Waka over the last six years;

2. its thematic and engaging curriculum following the refresh in 2020;

3. the engagement and commitment of the Art History student community, as seen in the high levels of student dedication to and care for the programme, with particular acknowledgement that:

    a. students perceive the programme to have excellent academic scaffolding with clear objectives at each stage;

    b. students feel they are part of a diverse academic community; and

    c. postgraduate students see direct links between content in the programme and their future careers;

4. the quality of its postgraduate student research;

5. its successful integration into their new school, becoming valued colleagues and collaborators alongside other programmes;

6. the range and depth of the staff disciplinary expertise; and

7. the Gordon H Brown lecture and initiatives to secure funding for postgraduate student, internship, and fellowship opportunities, such as the Oroya and Melvin Day Fellowship.

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Whakarāpopototanga o ngā taunaki – Summary of Recommendations

The following recommendations have been made by the Panel in response to this programme review. The Art History programme should:

1. consolidate a vision for the programme which:

    a. identifies its point of difference as the Art History programme at Te Herenga Waka and its place in the broader region of Aotearoa and the Pacific;

    b. builds on the strategic priorities of the University;

    c. clarifies the graduate attributes for Art History, including curating;

    d. articulates key career and study pathways for students, leading to likely employment in the arts and culture sector in Aotearoa and overseas;

    e. identifies priorities in research and makes clear how this research connects to the vision for the programme and the curriculum on offer to students;

2. develop two courses: a 100-level course on Māori and Pacific art, and a 200- 300-level course on Aotearoa New Zealand art history within the next three years;

3. develop skills in curatorial theory and practice as an applied pathway within the programme;

4. revise its postgraduate courses and community practice so that:

    a. staff specialist areas are taught at Honours level, rather than being core elements of some undergraduate courses;

    b. postgraduate students are given more opportunities to present research in a range of settings, including the undergraduate programme;

    c. postgraduate students become more visible to undergraduate students, thereby promoting postgraduate pathways as part of learning and teaching;

    d. staff consider the potential to teach 401 methodologies as a shared paper across the school with focussed sessions on disciplinary specialties;

5. work with CAD to develop and use academic resources to aid programme development and assessment;

6. work with CAD to develop and use mechanisms for a biannual process of self-review and evaluation of the new curriculum and its assessment items;

7. work with Āwhina and the Office of the DVC Māori to continue to develop the programme's responsiveness and effectiveness for Māori, including how to retain Māori students through to 200-, 300- and postgraduate levels;

8. work with the Pasifika Student Support Team and the Office of the AVC Pasifika to continue to develop and evaluate the programme's responsiveness and effectiveness

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for Pacific students, including how to increase cohort retention at all undergraduate levels;

9. as the programme's budget allows, prioritise the appointment of a new staff member with a specialty in Māori art history;

10. ensure that all staff take equal responsibility for seeking funding opportunities, community engagement, and interdisciplinary connections;

11. increase visibility of Aotearoa New Zealand art history within the curriculum especially Māori, and Pacific content.

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Te aronga o te arotake – Scope of Review

The Panel has understood that this academic programme review covers all the offerings delivered by the Art History programme. This includes the following individual programmes:

- Art History Undergraduate Major
- Art History Graduate Diploma
- Art History Post-Graduate Diploma
- Art History Honours degree
- Art History MA by thesis
- Art History PhD

Whakahaere – Review Procedure

Te arotake ake o te akoranga – Self-Review

In accordance with the University's Academic Reviews and Monitoring Policy, staff in the Art History programme developed a self-review document to inform the review. The self-review document provided analysis by programme staff in line with the review terms of reference, including the design, delivery and evaluation of the programme, how the programme provides a sense of academic community, how the programme engages with students—including Māori and Pacific students—and how the programme engages with stakeholders external to the University.

Ngā kōrero a ngā ākonga – Student Input into the Review

Tā VUWSA tāpaetanga – VUWSA Submission

The Victoria University of Wellington Students Association (VUWSA) provided a report of their survey of 97 students from the programme's undergraduate and postgraduate cohorts.

Te hui a ngā ākonga me ngā mema arotake – Students meeting with the Panel

VUWSA also organised for groups of students to meet with the review Panel. These nine students included three who have participated as tutors in the programme.

Ngā tapaetanga ā waha – Oral Submissions

The Panel met with Te Herenga Waka staff and students at zoom meetings with individuals or with groups. Meetings were held with:

- The Dean of the Faculty of Humanities and Social Sciences
- A group of the Associate Deans of the Faculty of Humanities and Social Sciences
- The Head of School of English, Film, Theatre, Media and Communication, and Art History (SEFTMCAH)
- The Assistant Vice-Chancellor Mātauranga Māori
- Staff from the Pasifika Student Success Team
- The Programme Director
- The academic staff in the programme, including three tutors
- Staff from Āwhina
- The VUWSA student representation co-ordinator
- Students, as described above in *Student Input into the Review.*

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Ngā whakakitenga – The Panel's Findings

Kōrero whakataki – Preamble

Art History is a highly-valued programme at Te Herenga Waka–Victoria University of Wellington. The staff and student engagement and dedication to the programme underlines the strength of its community. The strengths observed in the programme in 2024 are especially noteworthy given the stresses that the programme has endured. Since the last programme review of 2012, for example, this programme has: been relocated to another school; has lost key staff; worked through the challenges of the Covid-19 lockdown period; completed a successful curriculum refresh; and withstood the pressures exerted by the University-wide financial sustainability processes.

The key strengths of the programme are based on the knowledge and capability of the three academic staff. These staff have excellent disciplinary knowledge and generally engage with students well. Their knowledge has helped them to develop a curriculum refresh, which began in 2020. The staff have also contributed to a positive culture across the programme, as seen, for example, in the quality of the research completed by postgraduate students and the high regard students have for teaching across the offerings. Since the previous review, the programme staff have overseen the successful transition into a new school. A key highlight has been the contribution of the programme's professor to the exciting work on Environmental Humanities now offered across the Faculty. The contribution made by the Professor to the Environmental Humanities is additional to her work leading the Art History programme development, and the Panel acknowledges her effort for Te Herenga Waka.

Key ways have been identified for the programme to continue to develop. While the 2020 curriculum refresh has engaged students, some parts of the undergraduate programme are too closely aligned to the staff's expert knowledge. This is to the detriment of key subject areas including Māori Art History, the history of art in Aotearoa New Zealand and Pacific Art History. Similarly, more might be made of the programme's location in New Zealand's capital city with its many museums, libraries and galleries.

An important next step for the academic staff is to clarify the programme's vision. This should set out priorities in research and teaching, along with graduate attributes, and how these realise the University's wider strategic priorities. CAD can help to develop formal mechanisms for responding to student feedback as part of a more deliberate set of self-review processes needed to monitor and develop the programme's effectiveness. The programme's overall responsiveness to Māori and Pacific students would benefit from its staff working even more closely with Āwhina and the Pacific Student Success Team, as well as the Office of the DVC Māori and the Office of the AVC Pasifika.

The University can support the overall effectiveness of this programme by providing professional development support for monitoring and evaluation of student success and PowerBI data within the programme. The programme has been unable to sustain the expected numbers of Māori and Pacific students through undergraduate levels. Alongside the development of specific retention strategies, regular analysis of these cohorts is an important priority.

The following sections provide further discussion and more detailed findings under the seven domains identified in the university's academic review ToR that lead to the commendations and recommendations of this report.

1. Te hanganga o ngā akoranga – Design of the Programme

ToR Domain 1 – How effective is the design of the programme?

This domain focuses on the effectiveness of programme design in terms of:

- *its contribution to the achievement of graduate outcomes;*
- *the suitability of the programme offerings, including its adherence to current trends;*
- *the extent to which teaching is informed by staff research;*
- *the mapping and communication of content, skills and pathways;*
- *the opportunities available to students from a range of backgrounds;*
- *interdisciplinary links; and*
- *the development of research skills.*

The Art History programme's considerable work in the 2020 curriculum refresh has provided a more holistic education for students at undergraduate level over a broad set of knowledge pathways. Specifically, the programme moved away from temporal offerings linked to, for example, the Baroque and Renaissance, to deliver more thematic offerings that provide a more creative and critical approach to 'the canon' for students.

At 100 level, the programme begins with a focus on creativity and revolution. It also includes teaching aimed at helping students develop a strong platform for their visual analysis. The principles of universal design have been applied in the Art History 101 and 102 courses, which has ensured that students can access a range of presentation types and assessment methods. These courses also achieve good levels of content relating to women, and gender diverse and queer artists, as well as to Māori and Pacific artists. (See also Appendix 1 for details about the course offerings for the years 2022 to 2024). Following these changes, the overall number of students in Art History, at the 100 level has increased slightly, while EFTS in the Faculty overall have declined.

The success of the Art History curriculum refresh and has also prompted other programmes within the School to replicate their design process. Moreover, in the face of the University's financial sustainability restructure, this initiative has helped limit significant budget cuts.

Commendation goes to Professor Susan Ballard for her leadership in the programme's refresh. She has effectively led the development of interdisciplinary links through working collaboratively with staff across the school and the broader faculty, as well with a range of external stakeholders. As mentioned above, her contribution into the impending Environmental Humanities (EHUM) major is also commendable work; it will not only institute a synergistic major for Art History students, but will also create a revenue stream that can, in some ways at least, be reinvested into the Art History programme.

Staff research is very strong, with Peter Brunt's work on Pacific art, and Raymond Spiteri's work on surrealism being especially noteworthy. One of the features of the refreshed programme is the extent to which it enables the research interests of staff to be reflected in the course offerings. This creates a particular tension for such a smaller programme, where staff interests do not always align strongly with developing a rounded art history programme. More needs to be done to find a balance between the core needs of the programme and offering a programme informed by staff research.

The programme would benefit from a clearer programme vision, especially with respect to what it expects of its graduates. This would inform a curriculum mapping process where students' expected skills and knowledge can be tracked and scaffolded. Graduate attribute mapping should also include mātauranga Māori, Te Tiriti o Waitangi, and Pacific and other Indigenous knowledges. When the panel met in early May, they found that the programme includes some Māori content across courses. The courses that offered the most targeted

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Māori and Aotearoa New Zealand content (ARTH208/308) have been offered in Trimester 3, with 12 students completing the course in 2023. However, by the end of 2024 when this report was finalised, registration numbers for the coming trimester sit at 31. The programme's attention to concepts of Te Ao Māori needs to be stronger in this regard. Ideas of 'place' and the strategic priorities of Te Herenga Waka may also inform the graduate attributes and/or the overall vision of the programme.

A clearer graduate profile would also enable staff to identify and champion different pathways for Art History students. Alongside the current, critically oriented route, a vocational pathway could also be welcomed by students. The development of a 'capstone' experience as part of the undergraduate programme offers a clear and opportune way to facilitate this pathway. Both pathways would be expected to maintain the core concepts foundation, while a clear vocational and practical route would focus on curation, conservation, and other applied studies. Student interest in a vocational pathway was especially noted by the Panel. Having this as a clearer part of the Art History programme could attract occupationally focused students, as well as developing greater connections with the wider GLAM (galleries, libraries, archives and museums) and cultural heritage sector.

Decisions around the development of the programme's current design is limited because of the small staff cohort. Having only three full-time research active staff limits offering extra 'Special Topic' content. While special topics have been offered by teaching fellows in recent times, the University's financial sustainability currently curtails the use of such options. With respect to the flexibility of the programme overall, greater course content and variety might be achieved by offering courses in alternating years. To facilitate this, the programme should consider revising its Trimester 3 courses every three years (in line with the standard undergraduate cohort completion period).

While interdisciplinary links are being formed, the Panel ascertained that greater signalling to students of these collaborations would aid student retention, and would present a wider network of holistic knowledge within the Bachelor of Arts. Synergies with subjects such as Classics, Philosophy (particularly in the way of aesthetics), and Museum and Heritage Studies for postgraduate students, could create a more flexible and diverse set of course offerings which would attract students.

The need for greater content variety raised questions for the Panel around its regularly offered Trimester 1 and Trimester 2 courses, particularly in ensuring there is sufficient content relating to art in Aotearoa New Zealand, Māori, and Pacific art, especially at 100-level. Having a strong understanding of this country's art, including Māori art, is a crucial requirement for a student completing an Art History degree in Aotearoa New Zealand. This should be a core element of a graduate profile competency for an Art History student at Te Herenga Waka. Similarly, the Panel found that Māori and Pacific content needed greater signalling within course descriptions, which would attract a wide range of students, especially among Māori and Pacific cohorts.

The Panel found the courses to be largely Europe-centred. Students expressed a desire to learn about a wider range of cultural artistic backgrounds, although they demonstrated a hesitancy to venture outside the European focused curriculum without staff support or capability. While the Panel acknowledge the constraints of staff expertise and research interest, widening the scope of student-led research projects would enable them to explore their own cultural and historical interests while fulfilling the course requirements.

The potential for the programme to offer a broader range of offerings in this regard is hampered by the small number of programme staff. Despite this challenge, the Panel suggest that the co-listing of courses (i.e., offering a single course at both 200 and 300-level

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simultaneously), in conjunction with offering courses in alternate years could create options and flexibility for students. Such an approach could also improve efficiency in staff workload.

Commendations related to the design of the programme:

Art History is commended for:

- the positive attitude of staff in response to the challenges faced at Te Herenga Waka over the last six years;

- its thematic and engaging curriculum following the refresh in 2020;

- its successful integration into their new school, becoming valued colleagues and collaborators alongside other programmes;

- the range and depth of the staff disciplinary expertise.

Recommendations made in relation to the design of the programme:

The Panel recommends that the Art History programme:

- consolidate a vision for the programme which:

    o identifies its point of difference as the Art History programme at Te Herenga Waka and its place in the broader region of Aotearoa and the Pacific;

    o builds on the strategic priorities of the University;

    o clarifies the graduate attributes for Art History, including curating;

    o articulates key career and study pathways for students, leading to likely employment in the arts and culture sector in Aotearoa and overseas;

    o identifies priorities in research and makes clear how this research connects to the vision for the programme and the curriculum on offer to students;

- develop two courses: a 100-level level course on Māori and Pacific art, and a 200- 300-level course on Aotearoa New Zealand art history within the next three years;
- develop skills in curatorial theory and practice as an applied pathway within the programme;

- revise its postgraduate courses and community practice so that:

    o staff specialist areas are taught at Honours level, rather than being core elements of some undergraduate courses;

    o postgraduate students are given more opportunities to present research in a range of settings, including the undergraduate programme;

    o postgraduate students become more visible to undergraduate students, thereby promoting postgraduate pathways as part of learning and teaching;

    o staff consider the potential to teach 401 methodologies as a shared paper across the school with focusses sessions on disciplinary specialities;

- increase visibility of Aotearoa New Zealand art history within the curriculum, especially Māori, and Pacific content.

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2. Te whakaako me te aromatawai – Delivery and Assessment

This domain focuses on the effectiveness of programme delivery and assessment in terms of:

- *the range of assessment tasks;*
- *timely formative and summative feedback across courses;*
- *learning activities which support student achievement;*
- *the communication of learning objectives;*
- *processes to progress postgraduate study;*
- *effective postgraduate supervision;*
- *students being encouraged to progress to postgraduate study;*
- *staff scholarship on teaching and learning in their discipline; and*
- *learning resources.*

The Panel found that the programme's delivery and assessment has both some strengths and some important areas for development. Overall, it found that delivery and assessment is an area where the programme could continue to build on its success to date, particularly as it refines its practice and develops the programme vision.

The use of innovative approaches in the assessment activities in some parts of the programme is impressive. This includes a range of assessment strategies such as '5-minute' podcasts with abstracts, video essays, tutorial presentations, virtual exhibitions and various forms of written assessments. ARTH304 and ARTH201 were examples that included interesting assessment methods such as video essays and virtual exhibitions. The Panel identified that this variation of non-traditional assessment type is crucial to the flexibility of the programme as well as to its ability to contend with modern learning expectations. This should be extended to all courses.

Similarly, traditional assessment practices need to be reviewed in light of the challenges the programme faces with respect to Pasifika student retention, and to a lesser extent, with regard to Māori students, through to 300 level. Currently, these groups are under-represented at 200 and 300 levels compared to the wider Faculty. The Panel concurs with the feedback it received during the review which indicated that more innovative approaches to assessment are more likely to facilitate Māori and Pasifika engagement, retention and success.

Delivery approaches used in the curriculum also varied between those that utilised field trips and gallery sessions, and those that maintained a more traditional lecture format. Students indicated their appreciation for learning opportunities outside of the traditional classroom space (i.e., field trips, galleries, museums, etc) and made clear that these were some of the more valued and sought-after experiences in the Art History programme. In many cases, field trip activities have been confined to the campus, through visits to Waiteata Press, Te Pātaka Toi Adam Art Gallery, and the campus archives. Students indicated that a wider array of external learning opportunities was desired. Overall, as was found with the structure of assessment activities, the Panel considered that the use of more diverse and engaging forms of teaching would more likely support a wider range of students.

Opportunities to study in and around external institutions in the GLAM sector can signal career prospects to students, and leads to a wider conversation around internship and work-integrated learning possibilities. The FHSS302 Internship course might be easily integrated into the Art History programme and used as a practical assessment opportunity for students. In particular, the Panel determined that this kind of course provides an opportunity for Art History students to engage with the sector and draw on the rich collections expertise found in this capital city, as well as aligning towards an applied vocational Art History pathway.

The Panel found that students were provided with sufficient and timely feedback on assessments. At a less formal level, the budgetary pressures on the programme have seen

fewer postgraduate students teaching in tutorial settings. Their presence has been missed by some undergraduate students, which is unfortunate as they provide role models and evidence of future pathways within the programme. While centralised budgeting is out of the hands of programme staff, the impact of these financial necessities has the potential to alienate the undergraduate cohort from the postgraduate community.

Commendations related to the delivery and assessment of the programme:

Art History is commended for:

- the engagement and commitment of the Art History student community, as seen in the high levels of student dedication to and care for the programme, with particular acknowledgement that:
  - students perceive the programme to have excellent academic scaffolding with clear objectives at each stage;
  - students feel they are part of a diverse academic community; and
  - postgraduate students see direct links between content in the programme and their future careers.
- the range and depth of the staff disciplinary expertise.

Recommendations made in relation to the delivery and assessment of the programme:

The Panel recommends that Art History:

- consolidate a vision for the programme which:
  - identifies its point of difference as the Art History programme at Te Herenga Waka and its place in the broader region of Aotearoa and the Pacific;
  - builds on the strategic priorities of the University;
  - clarifies the graduate attributes for Art History, including curating;
  - articulates key career and study pathways for students, leading to likely employment in the arts and culture sector in Aotearoa and overseas;
  - identifies priorities in research and makes clear how this research connects to the vision for the programme and the curriculum on offer to students;
- work with CAD to develop and use academic resources to aid programme development and assessment;
- work with CAD to develop and use mechanisms for a biannual process of self-review and evaluation of the new curriculum and its assessment items;
- work with Āwhina and the Office of the DVC Māori to continue to develop the programme's responsiveness and effectiveness for Māori, including how to retain Māori students through 200-, 300- and postgraduate levels;
- work with the Pasifika Student Support Team and the Office of the AVC Pasifika to continue to develop and evaluate the programme's responsiveness and effectiveness for Pacific students, including how to increase cohort retention can be retained at all undergraduate levels.

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3. Te arotake me te kounga – Evaluation and Quality

ToR Domain 3 – How does the programme use information and feedback in order to improve?

This domain focuses on how well the programme uses a variety of data and feedback to improve teaching and learning, including:

- *the quality of moderation processes;*
- *the use of student data in areas such as course feedback, enrolment, retention, engagement and achievement data; and*
- *the overall analysis of data to analyse its performance and plan for improvement.*

The Panel found that the programme demonstrates some areas of strength in this domain along with some significant areas for improvement. The programme has done well to understand how the Covid-19 lockdown period and the University's financial sustainability processes have each impacted their student retention and enrolment. However, more systemic self-review work will allow the programme to make better ongoing use of their course feedback, enrolment, retention, engagement, and achievement data.

The programme has effective internal assessment moderation procedures, with good levels of feedback provided to students on their work. Support for tutors during this marking period has been strong and consensus and consistency of grades throughout the programme is clear, with students reporting that their grades accord well with their own expectations.

When the curriculum refresh began in 2020, the programme used data well to understand their declining enrolments, as was the case in 2022 and 2023 due to border closure.

As the programme clarify their vision, more regular analysis of student achievement and retention numbers could help identify where areas of the programme are going well and where areas require more investigation. Significantly, the analysis of student achievement and retention data should be integrated with the analysis of other forms of information such as course evaluation data, student verbal feedback on the programme and staff reflections.

Achievement data for the programme indicates that Māori and Pasifika undergraduate student success is either close to or above that seen in the general cohort. However, the actual number of Māori and Pasifika students completing 200 and 300 level courses is very low.[1] In this regard, programme staff should have more knowledge of such data and more understanding about the cause of such patterns. In turn, greater understanding of how these numbers have eventuated should also provide a basis for the actions the programme takes to improve their retention of Māori and Pasifika students.

Programme data should be analysed with members of Āwhina and the Pasifika Student Success Team to help identify any trends and patterns and to also help develop specific programme improvements. Data from the courses should examined across a range of settings (rather than just annually, or infrequently) and then used to build discussions in planning days as well as at School and Faculty meetings. Increasing this type of engagement should also result in a more targeted and informed profiling of the programme to Māori and Pasifika students at showcases and roadshows.

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[1] E.g. in 2023, 200-level Art History course passing averages were as follows:

Overall pass rate	Māori pass rate	Pasifika pass rate	Actual Māori no.	Actual Pasifika no.
96.27%	100.00%	100.00%	4	3

100.00% pass rates are listed for Māori and Pasifika though there were under 5 students in each group.

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Commendation related to the evaluation and quality of the programme:

Art History is commended for:

- its thematic and engaging curriculum following the refresh in 2020.

Recommendations made in relation to the programme's evaluation and quality:

The Panel recommends that the Art History programme:

- work with CAD to develop and use academic resources to aid programme development and assessment;

- work with CAD to develop and use mechanisms for a biannual process of self-review and evaluation of the new curriculum and its assessment items;

- work with Āwhina and the Office of the DVC Māori to continue to develop the programme's responsiveness and effectiveness for Māori, including how to retain Māori students through to 200-, 300- and postgraduate levels; and

- work with the Pasifika Students Support Team and the Office of the AVC Pasifika to continue to develop and evaluate the programme's responsiveness and effectiveness for Pacific students, including how to increase cohort retention at all undergraduate levels.

4. Ngā hapori – Programme's Community

ToR Domain 4 – How well does the programme foster a sense of community for its students (undergraduate and postgraduate), and staff, that reaches across the programme?

This domain focuses on how well the programme fosters a sense of community through such aspects as how:

- *undergraduate students are included in collaborative learning activities;*
- *postgraduate students have events to discuss their research and are invited to events such as seminars and visiting lectures;*
- *international students are supported;*
- *staff collegiality and collaboration on teaching and research; and*
- *external opportunities for learning, teaching and research.*

The Panel found that the Art History community was very supportive for staff and most students. A collaborative staff culture was evident, particularly in Professor Susan Ballard's work with other programmes in the wider faculty. Students generally reported a strong sense of community in a diverse academic setting, and that they were well supported by staff.

Undergraduate students generally reported that staff attentiveness, and the established community amongst the postgraduate students and tutors, made for a rewarding experience as a part of the programme. The Panel found that students across all levels aspired for greater connection with each other, which spoke both to students' appreciation for the programme, and a strong potential for an even more cohesive community. As has been noted, the lack of postgraduate student visibility to undergraduate students was a result of the financial restrictions placed on funding for tutors, which are out of the programme's control.

The quality of the postgraduate research is very high. While the postgraduate student community acknowledged the instability from the Covid-19 lockdown and financial restructure, they indicated that they felt they were succeeding and maintaining high levels of research engagement. They expressed regret regarding their inability to tutor and poor visibility to undergraduate students, both for the community implications, and for the

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opportunity to take responsibility roles within the programme. The Panel supported Art History's encouragement of postgraduates to seek funding for external conferences, in addition to attending the Gordon H Brown lecture series and the annual SEFTMCAH research presentations. In addition, the postgraduate community expressed a desire for more regular opportunities to discuss research through programme and/or school localised seminars, which should be achievable.

Professor Ballard's input into the EHUM major indicates strong collegiality between this programme and others in the Faculty. This major will include academics from cognate disciplines such as English Literature and Pacific Studies, and is an exciting opportunity for collaboration. However, while the Panel enthusiastically commend Professor Ballard's work towards the EHUM major, it expressed concern over the range and extent of her work overall, and the impact that this new commitment would have on her workload in Art History. The Panel noted a workload imbalance in the Programme, which should be addressed with the recommended new protocols for sharing teaching and service responsibilities.

The Panel linked the programme's positive culture with how undergraduates valued staff expertise. Students highlighted Dr Spiteri's expertise in surrealism and Associate Professor Peter Brunt's background in visual arts of the Pacific as attractions in the programme. They expressed great appreciation for the ability to study such a relevant 'place' based topic in Aotearoa, although they asked for more consistent and visible Māori and Pasifika content throughout their courses. Acknowledging the financial constraints placed upon the programme, the Panel found that—as the budget allows—the addition of a staff member with a specialty in Māori art history would help address earlier comments about the design of the programme as well as supporting this particular request from students. Such a development may also help improve the retention of Māori students in the programme.

In addition to the EHUM work, and the previous Creative Fields work, the Panel also commend how the reading group run by Professor Ballard, in conjunction with the Te Pātaka Toi Adam Art Gallery, provides an opportunity for the community to flourish outside of its courses, as well as maintaining a strong connection with the on-campus gallery. Based upon Professor Ballard's continued collegial work the Panel has made a commendation for her service.

Commendations related to the programme community:

Art History is commended for:

- the engagement and commitment of the Art History student community, as seen in the high levels of student dedication to and care for the programme, with particular acknowledgement that:
    - identifies its point of difference as the Art History programme at Te Herenga Waka and its place in the broader region of Aotearoa and the Pacific;
    - students perceive the programme to have excellent academic scaffolding with clear objectives at each stage;
    - students feel they are part of a diverse academic community; and
    - postgraduate students see direct links between content in the programme and their future careers;
- the quality of its postgraduate work and research;
- the range and depth of the staff disciplinary expertise;

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- the Gordon H Brown lecture and initiatives to secure funding for postgraduate student, internship, and fellowship opportunities, such as the Oroya and Melvin Day Fellowship.

Recommendations made in relation to the programme community:

The Panel recommends that the Art History programme:

- revise its postgraduate courses and community practice so that:

  o staff specialist areas are taught at Honours level, rather than being core elements of some undergraduate courses;

  o postgraduate students are given more opportunities to present research in a range of settings, including the undergraduate programme;

  o postgraduate students become more visible to undergraduate students, thereby promoting postgraduate pathways as part of learning and teaching;

  o staff consider the potential to teach 401 methodologies as a shared paper across the school with focussed sessions on disciplinary specialties;

- as the programme's budget allows, prioritise the appointment of a new staff member with a specialty in Māori art history;

- ensure that all staff take equal responsibility for seeking funding opportunities, community engagement, and interdisciplinary connections.

5. Māori

ToR Domain 5 – How well does the programme demonstrate commitment to Te Tiriti o Waitangi by including Māori focus in its design, delivery, assessment and evaluation?

This domain focuses on how well the programme supports Māori education through approaches such as:

- *including Māori perspectives;*
- *having staff who are culturally capable;*
- *providing an inclusive learning environment for Māori students;*
- *engaging in Māori related teaching and research;*
- *monitoring and responding to Māori student enrolment and retention and taking immediate action to resolve issues; and*
- *is involved in reciprocal relationships and partnerships with Māori.*

The Panel found that the programme's responsiveness to Māori was an area for improvement. As the programme consolidates its own vision for creating a distinctive Art History programme, Te Ao Māori and the art of Aotearoa needs to be at the core of this identity.

Overall, the Panel found that students require a more deliberate education in Māori art at the outset of their qualification. Māori art history concepts are included at both 200 and 300-level; however, the positioning of these courses within Trimester 3, or what have been effectively as occasional electives in 2022-24, did not meet their expectations for an Art History programme in Aotearoa New Zealand.

More needs to be done to highlight and celebrate Māori content throughout the programme. For example, greater use of terminology relating to Te Ao Māori in the prescription of courses would better promote the programme's Aotearoa art content to current and prospective students. A mandatory 100-level core Māori art course should be established within the

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programme plan, along with better advertising and positioning of the programme's existing content at 200 and 300-level.

There is further potential for staff in the programme to develop their own competencies in and around Te Ao Māori and the Panel affirms the programme's intention to have all staff complete the University-led Te Hāpai courses. Outsourcing guest lecturers with Māori expertise offers a positive way to supplement any gaps that staff feel they may have. It was noted, however, that where these guest lecturers have supplemented a course with Māori specific knowledge, their material should be referenced throughout the course and should be the subject of assessment in order to reinforce the value of the content. While there are constraints on hiring new staff, the Panel are resolute in their recommendation that—as soon as it is possible—the programme should hire a staff member with Māori art history expertise. In the meantime, creative and flexible ways should be found to fill this gap.

While the programme indicated that they monitor Māori student enrolment and retention on a case-by-case basis, this is an area for the development of a more sustained and regular approach (see also section 3). The number of Māori students in the programme is low compared to the Faculty averages, especially those going through to 200 and 300 level. Based on data from the last five years, Māori students make up approximately 10% of the course registrations at 100-level.[2] The percentage of Māori course registrations at 200-level drops on average to 7.7%, and then at 300-level to 8.08%. This compares unfavourably with wider Faculty averages for Māori students of around 13% for 200-level and of 10-11% for 300 level. Moreover, because course registrations are based on enrolments for each course, the actual number of Māori students has remained in single figures for this time, ranging between 3 to 9 students.

As discussed earlier, closer attention needs to be paid to Māori students at 100-level in order to ensure progression to 200-level and this can be instituted by further embedding Āwhina support into the programme. Māori student data should be regularly shared and discussed in the programme's team meetings and moderation processes to identify students who require further support, as well as well-achieving Māori students.

The programme have also only seen a handful of Māori students go through to postgraduate study. In order to recruit Māori postgraduate students the programme must first retain their current Māori students from 100-level into 200-level. The continuation of the Mossman Māori/Pasifika Art History Prize is highly supported by the Panel, and is a clear opportunity for Māori Art History students. Giving this scholarship greater visibility may draw more Māori undergraduate students.

Commendation related to the programme's Māori focus:

Art History is commended for:

- the range and depth of the staff disciplinary expertise.

Recommendations made in relation to the programme's Māori focus:

The Panel recommends that Art History:

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[2] Over the last five years the average for Māori student cohort makeup is 10.4%. It is noted that in 2023 there was an increase to 17.5%, however, the overall numbers for this year fell by 38.3%. See also appendix 2.

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- work with CAD to develop and use academic resources to aid programme development and assessment;

- work with Āwhina and the Office of the DVC Māori to continue to develop the programme's responsiveness and effectiveness for Māori, including how to retain Māori students through to 200-, 300- and postgraduate levels;

- as the programme's budget allows, prioritise the appointment of a new staff member with a speciality in Māori art history;

- increase visibility of Aotearoa New Zealand are history within the curriculum especially Māori, and Pacific content.

6. Te Moananui a Kiwa – Pasifika

ToR Domain 6 – How effectively does the programme provide opportunities for Pasifika students to engage in their learning and progress to further study?

This domain focuses on how well the programme supports Pasifika education through approaches such as:

- *having culturally capable staff;*
- *including Pasifika perspectives in teaching and learning;*
- *providing an inclusive learning environment for Pasifika students;*
- *monitoring and responding to Pasifika student enrolment and retention and taking immediate action to resolve issues; and*
- *collaborates with Pasifika students, their families and communities.*

The Panel found that Art History had some good approaches to Pasifika learners, and there are opportunities to better support the success and visibility of this community in the programme. There is room to improve recruiting and retaining this cohort. The Panel found that programme staff are aware of this gap and have identified this as an area for focus in the future.

The Art History programme are aware of the importance of indicating their cultural capability to students. Associate Professor Peter Brunt actively contributes to the Pasifika community on campus by guest lecturing into Pacific and Samoan Studies and participating in university-wide initiatives for Pacific academic staff. His efforts to establish a Centre of Research Excellence focused on Pacific research and the resultant Pacific Academics Research Collective is indicative of the good effort here and potential for greater collaborative within and outside of the University.

In line with the Panel's findings in relation to Māori and Aotearoa New Zealand content, it found that students did not have enough exposure to Pacific content at 100-level. Students expressed that they were content with the level of Pacific engagement at 200 and 300-level, but indicated a desire to see more of this in the first year of their Art History major. Strengthening the Pacific content at 100-level would have a greater appeal to Pasifika students, going some way to addressing the low numbers of Pasifika student recruitment and retention. The Panel recommend that the programme also increase the visibility of Pacific content within the curriculum at these early stages, through, for example, the way that this part of the programme is described to students.

As noted in the section on Evaluation and Quality, the analysis of student feedback, retention, and grade spread is an area for large improvement in the programme. Attention to data analysis is a crucial component in understanding Pasifika success, retention methods, and in

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areas for Pasifika support. As is the case with Māori students, the flexibility for Pasifika students to draw on their own experiences, and to find an assessment approach that supported their learning, can be incorporated in the curriculum delivery in order to increase overall responsiveness. The Panel recommend that a robust strategy is needed to consult and collaborate with the Pasifika Student Success Team on a regular basis.

Commendation related to the programme's Pasifika focus:

Art History is commended for:

- the range and depth of the staff disciplinary expertise.

Recommendations made in relation to the Pasifika focus in the programme:

The Panel recommends that Art History:

- work with CAD to develop and use academic resources to aid programme development and assessment; and

- work with the Pasifika Student Support Team and the Office of the AVC Pasifika to continue to develop and evaluate the programme's responsiveness and effectiveness for Pacific students, including how to increase cohort retention at all undergraduate levels.

- increase visibility of Aotearoa New Zealand art history within the curriculum especially Māori, and Pacific content.

7. Kōrero me te hapori – Stakeholder Engagement

ToR Domain 7 – How effectively is the Programme linked to and responsive to its relevant academic, social and professional communities?

This domain focuses on how well the programme:

- *has staff who are linked to the wider academic community, nationally and internationally;*
- *identifies its external stakeholders and is engaged with them to understand future trends and opportunities;*
- *is acceptable to its external stakeholders; and*
- *identifies career opportunities for students.*

The Panel found that the programme has good connections to academic and external stakeholders, and that there was potential to build on this platform to create more regular external collaborations. The programme staff have a good balance of academic connections with other universities and art schools across the country, as well as with the external GLAM sector throughout Aotearoa New Zealand. The Panel recommends that the development of stronger, more regular connections with these stakeholders in order to consider how curatorial theory and practice could be built into the programme.

The programme staff have strong connections with the other two Art History programmes in Aotearoa New Zealand at the University of Auckland and Canterbury University. All staff members have relationships with other programmes across Aotearoa New Zealand. In line with earlier comment on sharing teaching and service responsibilities, this is also an opportunity for the programme to consider how staff maintain and develop these connections.

The Panel found that the programme staff have a good range of connections with external and internal stakeholders, particularly Te Papa and the University's Te Pātaka Toi Adam Art

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Gallery. Te Papa have also supported some student internships from this programme, and students with a postgraduate degree in Art History are identified as desirable candidates to move into a range of professional roles there. Students indicated that they were not fully aware of these opportunities. Therefore, these opportunities should be better promoted to students within the programme. Students also expressed a desire for more work integrating their theoretical and practical elements of their learning. Such possibilities might be possible through the programme's stakeholder connections and a more active internship approach.

The Panel found that students have enjoyed volunteer opportunities within Te Pātaka Toi Adam Art Gallery. As with Te Papa, students indicated that they had a desire for greater applied experience, and that Te Pātaka Toi Adam Art Gallery as the on-campus art institution offers an important option to facilitate this. Building on these existing connections would help develop a more formal vocational pathway in the programme.

The Panel also identified that the relationship of Art History with the Museum and Heritage Studies programme at the University offers a beneficial synergy that could support the development of a vocational pathway with internship and work-integrated learning opportunities for Art History students. The Panel strongly encourage building a connection between the two programmes, which could be a win/win situation. The Panel acknowledges that this opportunity is one that staff of both the Art History and the Museum and Heritage programmes need to discuss together.

Commendations related to links between the Programme and stake holder engagement:

Art History is commended for:

- the engagement and commitment of the Art History student community, as seen in the high levels of student dedication to and care for the programme, with particular acknowledgement that:
    - students perceive the programme to have excellent academic scaffolding with clear objectives at each stage;
    - students feel they are part of a diverse academic community; and
    - postgraduate students see direct links between content in the programme and their future careers.

Recommendations made in relation to the links between the Programme and stake holder engagement:

The Panel recommends that Art History:

- consolidate a vision for the programme which:
    - identifies its point of difference as the Art History programme at Te Herenga Waka and its place in the broader region of Aotearoa and the Pacific;
    - builds on the strategic priorities of the University;
    - clarifies the graduate attributes for Art History, including curating;
    - articulates key career and study pathways for students, leading to likely employment in the arts and culture sector in Aotearoa and overseas;
    - identifies priorities in research and makes clear how this research connects to the vision for the programme and the curriculum on offer to students;
- develop skills in curatorial theory and practice as an applied pathway within the programme;

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- ensure that all staff take equal responsibility for seeking funding opportunities, community engagement, and interdisciplinary connections.

Kupu tohutohu ki te Amo Aronui – Advice to the Dean

This final section provides the Panel's advice to the Dean about ways in which the wider University systems could further support the Art History programme. The Panel emphasises to the Dean that the Art History programme has several strengths. The curriculum refresh has provided a good platform for the programme's success, although there are several key areas where the programme may continue to develop, especially in relation to Māori art and art in Aotearoa New Zealand more generally.

The Panel encourages the Dean to more actively support the programme as it responds to the recommendations of this report. Indeed, there is an expectation that the School and Faculty would have a more active role in supporting a programme of this size than may occur with a much larger programme. While all the recommendations are seen as important, the Panel, in particular, acknowledges the considerable amount of work undertaken by Professor Susan Ballard and encourages all concerned to find that an equitable, manageable and sustainable workload exists for all staff.

Additionally, there are some other specific areas which could benefit from a Faculty-wide set of decisions, or perhaps a wider School and Faculty set of support systems. These are each discussed briefly below.

Managing the balance of the programme – course offerings

The Panel found that there were elements of the programme design which were overly dominated by the research interests of staff, and less dedicated than they might be to the presentation of an Art History course in Aotearoa New Zealand. Significantly, the delivery of more Māori and Aotearoa art history content, that is more centrally positioned within the programme, may require a process which is actively supported by the Faculty. This could include, for example, developing cross-disciplinary courses that work across the Faculty, as well as consideration of how additional resources, including funding for Teaching Fellows, could be strategically applied.

Supporting the programme's responsiveness to Māori and Pasifika

The Panel identified that the teaching of Māori and Pasifika art history was a key priority for the programme. Further, the Panel notes that several specific actions are required to improve the programme's responsiveness to Māori and Pasifika students, many of which should not be left to the programme alone. This includes providing all tutors in the programme with training in how to best engage and support the diverse needs of Māori and Pasifika students.

When the programme's budget allows, the appointment of a new staff member with a specialty in Māori art history should be a priority. If funding is not available, employing Māori and Pasifika teaching fellows and tutors would be a lesser option. As the Faculty and University promotes the Art History programme, care should be taken to emphasise the opportunities that exist for Māori and Pasifika students. The panel encourages specific marketing to highlight the Māori art history opportunities.

In the meantime, the Faculty should investigate building on the current professional development opportunities for staff in Art History, as well as other areas of the Faculty to enhance staff knowledge of mātauranga Māori and to also build and maintain meaningful relationships with Māori students.

Importantly, while the Panel did not observe any issues that would impact their relationships with Māori, or Pasifika, students, the relatively low numbers of these students progressing to Art History at 200 and 300 levels should be considered at a Faculty level. In particular, we

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encourage Art History to engage with University resources such as CAD to analyse and respond to their retention data.

Building connections with other parts of the Faculty

There are opportunities for students in Art History to benefit from courses in other parts of the Faculty. This includes, for example, courses in the Philosophy programme and in the offerings of Te Kawa a Māui. One of the key barriers to building such connections can come down to issues such as EFTS sharing and the structures of majors and minors. With respect to the range of structural and academic issues that might need to be considered in building these connections for Art History, the Panel sees that the Dean and wider Faculty are in the best position to find whatever synergies may exist, or could be created.

Building a connection with the Museum and Heritage programme

The Panel was concerned with the lack of correspondence between the Art History and Museums and Heritage Studies Programmes. There are clear advantages for students to follow a vocational/curatorial pathway as part of Art History at Te Herenga Waka. This opportunity should be actively pursued with the support and leadership of the Dean.

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Appendix 1 – Courses offered by the Art History programme 2022 to 2024

Undergraduate Major subject requirement

(a) 40 points from ARTH 100–199

(b) 40 points from ARTH 200–299

(c) 40 points from ARTH 300–399

(d) 20 further points from ARTH 200–399 or approved substitute

NB, the list below does not include ARTH 591 (Master's Thesis) ARTH 690 (PhD)

2024		
Tri 1	**Tri 2**	**Tri 3**
ARTH101 (20pts) Art, Creativity and Identity	ARTH102 (20pts) Art, Revolution and Crisis	
ARTH103 (15pts) Art, Creativity and Identity		
ARTH202 (20pts) The Long Century: European Art 1789-1900	ARTH205 Questioning Modernity	ARTH208 Topics In Aotearoa New Zealand Art
ARTH301 Prev. Special topic 2021 Cultures of Surrealism	ARTH306 Indigenous Modernisms	ARTH308 Topics In Aotearoa New Zealand Art
ARTH304 The Planetary Turn: Art and Science	ARTH302 Art and the Cold War	
ARTH401 Art History Methodology		
ARTH489 [30pts] Research Project Co-taught with ELLC		
ARTS490 [30pts] Internship		ARTS490 [30pts] Internship
FHSS406 30pts Special Topic: Topics in Environmental Humanities Co-taught with ELLC		

2023		
Tri 1	Tri 2	Tri 3
ARTH101 (20pts)	ARTH102	

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Art, Creativity and Identity	Art, Revolution and Crisis	
ARTH103 (15pts version) Art, Creativity and Identity		
ARTH201 [Prev ST 2021] Art and Environment	ARTH205 Questioning Modernity	ARTH208 Topics In Aotearoa New Zealand Art
	ARTH203 [only 2023] Object Lessons: Art and Visual Culture	
ARTH306 Indigenous Modernisms	ARTH302 [Prev ST 2020] Art and the Cold War	ARTH308 Topics In Aotearoa New Zealand Art
	ARTH305 [only 2023] Island Identities Oceanic Imaginaries	
ARTH401 Art History Methodology	ARTH407 Reading Artists Writing	
ARTH489 [30pts] Research Project cotaught with English		
ARTS490 [30pts] Internship - (ARTH students)		ARTS490 [30pts] Internship

2022		
Tri 1	Tri 2	Tri 3
ARTH101 (20pts) Art, Creativity and Identity	ARTH102 Art, Revolution and Crisis	
ARTH103 (15pts version) Art, Creativity and Identity		
ARTH202 The Long Century: European Art 1789-1900	ARTH205 Questioning Modernity	
ARTH303 [new] Monuments and Memory	ARTH304 [new] The Planetary Turn: Art and Science	
	ARTH306 Indigenous Modernisms	

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ARTH401 Art History Methodology		
ARTH489 [30pts] Research Project cotaught with English		
ARTS490 [30pts] Internship	ARTS490 [30pts] Internship (ARTH students)	ARTS490 [30pts] Internship

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Appendix 2 – Māori and Pasifika undergraduate student achievement and numbers in Art History

Table 1: ARTH undergraduate courses - student achievement patterns 2017-2023 by average GPA

Year	100			200			300		
	All stds GPA	Māori stds GPA	Pasifika stds GPA	All stds GPA	Māori stds GPA	Pasifika stds GPA	All stds GPA	Māori stds GPA	Pasifika stds GPA
2023	6.0	5.9	4.4	6.5	6.1	6.3	6.6	5.8	8.0
2022	5.5	4.2	4.6	5.4	5.2	5.0	6.6	6.2	N/A
2021	5.1	3.8	1.8	5.5	2.8	5.7	6.3	4.3	6.4
2020	4.5	4.5	4.3	5.5	3.6	3.9	6.0	5.8	6.3
2019	4.5	2.7	3.5	5.4	6.3	2.0	6.0	5.6	4.4
2018	5.3	4.7	4.0	5.3	5.5	5.3	6.1	3.6	4.0
2017	5.3	1.8	4.2	5.8	6.3	5.6	6.3	5.9	6.4

Table 2: ARTH undergraduate courses - student pass rates by ethnicity 2017-2023

Year	100			200			300		
	All stds	Māori stds	Pasifika stds	All stds	Māori stds	Pasifika stds	All stds	Māori stds	Pasifika stds
2023	85.03%	87.50%	71.43%	96.27%	100.00%	100.00%	97.96%	88.89%	100.00%
2022	85.92%	61.11%	70.00%	86.49%	91.67%	66.67%	95.88%	100.00%	N/A
2021	85.48%	72.22%	33.33%	87.38%	62.50%	83.33%	95.95%	75.00%	80.00%
2020	84.48%	86.96%	100.00%	89.08%	70.00%	71.43%	95.00%	100.00%	100.00%
2019	86.75%	100.00%	75.00%	90.51%	92.86%	50.00%	95.79%	100.00%	87.50%
2018	92.31%	80.95%	85.71%	94.97%	100.00%	100.00%	99.01%	87.50%	50.00%
2017	90.32%	50.00%	100.00%	96.99%	91.67%	100.00%	96.19%	91.67%	100.00%

Table 3: ARTH undergraduate courses by registered students 2017-2023

Year	100			200			300		
	No. of reg stds	Māori stds	Pasifika stds	No. of reg stds	Māori stds	Pasifika stds	No. of reg stds	Māori stds	Pasifika stds
2023	154	27 (17.5%)	8 (5.1%)	141	7 (4.9%)	6 (4.25%)	103	10 (9.7%)	1 (0.9%)
2022	213	19 (8.9%)	11 (5.1%)	119	12 (10.1%)	3 (2.5%)	101	11 (10.9%)	N/A
2021	259	20 (7.7%)	11 (4.2%)	110	9 (8.1%)	6 (5.4%)	78	5 (6.4%)	5 (6.4%)
2020	188	26 (13.8%)	6 (3.1%)	186	10 (5.3%)	9 (4.8%)	82	5 (6.1%)	4 (4.9%)
2019	171	7 (4.1%)	4 (2.3%)	140	14 (10%)	2 (1.4%)	96	7 (7.3%)	8 (8.3%)
2018	175	21 (12%)	7 (4%)	168	9 (5.3%)	8 (4.7%)	107	10 (9.3%)	3 (2.8%)
2017	163	9 (5.5%)	8 (4.9%)	170	12 (7.1%)	9 (5.2%)	110	12 (10.9%)	7 (6.4%)

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Programme Review Implementation Plan

Review of Art History

Implementation Plan Development & Approval	Date:	Recorded by:
Head of School	04/06/2025	Sarah Ross
Dean	04/06/2025	Averil Coxhead
Faculty Board (or equivalent)	16/06/2025	Te Maruako Aronui | Learning, Teaching & Equity Committee, Faculty of Humanities and Social Sciences
Senior Leadership Team		
Academic Board		

Response from the programme

The Art History programme thanks the review panel of Dr Robin Skinner, Prof Rex Butler, Prof Ngarino Ellis, Dr Cherie Chu-Fuluifaga and Dr Rebecca Rice, and the Review Office for their efforts. We appreciate the care and attention towards the ARTH programme, their acknowledgment of our achievements and their identification of areas where we can improve. The report commends the ARTH programme commitment to teaching, learning and research, and is generally positive in its assessment of the programme.

Among the recommendations, the ARTH programme agrees that greater attention should be paid to the development of a vision for the programme, clearly articulating graduate attributes and career pathways. Many of the recommendations relate to features that are already implicit in the programme, but these need to be communicated more effectively to students and stakeholders.

Since 2020 the programme has undergone profound change, with a reduction in staff to 3FTE and a wholesale curriculum review. While that curriculum review provides a viable framework for offering undergraduate students a vibrant, diverse and challenging degree, it has not been fully implemented, with some courses being offered frequently and others still to be offered. Within the constraints of 3FTE, and prioritising a breadth of historical, contextual and geographical experiences, the ARTH programme needs to ensure that all its courses are offered regularly over a 3-year period to realise fully its vision.

Some suggestions from the panel, particularly concerning Māori and Pacific content overlook the work we are already doing in the programme. There is Māori and Pacific content dispersed throughout the 100-level courses, with the final third of ARTH101 *Art, Creativity and Identity* focused on Aotearoa. ARTH204 *Art, Vision and Encounter* is entirely focused on the Pacific; ARTH303 *Monuments and Memory* is 50% historical New Zealand content; ARTH305 *Island Identities Oceanic Imaginaries* is all Pacific; and ARTH306 *Indigenous Modernisms* is largely Māori/Pacific. We have offered ARTH208/ARTH308 *Topics in Aotearoa New Zealand Art*, taught by specialist New Zealand art historians, with a focus on Māori art histories (Matariki Williams) in Trimester 3, 2024, and New Zealand nationalism (Michael Moore-Jones) in Trimester 3, 2023. We take on board the need to prioritise Māori and Pacific content, whilst recognising that we have been underselling our current content.

What your priorities are following the review – where to from here

As a small programme with 3FTE academic staff, we have focused our priorities on recommended changes we can realistically achieve. The review was a timely opportunity to evaluate what we have achieved since the 2021 curriculum refresh. Many of the panel's recommendations can be addressed

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by fully implementing this refresh, particularly offering the courses with content on Aotearoa New Zealand and the Pacific (ARTH204 *Art, Vision and Encounter*, ARTH206 *Art in Aotearoa New Zealand*, ARTH305 *Island Identities Oceanic Imaginaries*) more regularly, and refreshing further the content in ARTH101 *Art, Creativity and Identity*. Where staffing and Faculty funding limits prevent the full implementation of the panel recommendations, we can incorporate the recommendations into existing courses. In particular, we will revisit and restructure the content in ARTH101 *Art, Creativity and Identity* so that all students encounter content from Aotearoa New Zealand and the Pacific *before* moving onto other topics.

What outcomes do you want to achieve – how will you know they are happening (by when)

There are only three Art History programmes in Aotearoa. It is important that we complement the work undertaken in Auckland and Christchurch, whilst also offering a point of difference. Our goal is to provide a student experience that justifies our ambition to develop graduates who continue to achieve employment across the arts sector as curators, writers and teachers. We will continue to refine the breadth of offerings so that we can continue to be the go-to art History programme in Aotearoa. Given the small number of staff in the programme, we need to pay more attention to course planning over a three-year cycle, so we can provide a range of experiences at undergraduate level. The review has highlighted that we are not foregrounding our specialist teaching in New Zealand and Pacific art history enough. We have always taken this as implicit. Our focus over the next 2-3 years will be to articulate the centrality of this material to the programme and check in with students to make sure that they are able to access teaching in New Zealand art histories throughout their degree.

What you'll focus on for implementation

The 2021 curriculum refresh provides a viable foundation on which to build our response to this review. First, we will evaluate where we can improve the course titles or descriptions to highlight Māori, Pasifika and Aotearoa content. The review panel identified how the ARTH programme has not sufficiently promoted its commitment to an art history based in our region. Second, we will undertake more effective course planning over a three-year cycle, so that all ARTH majors have an opportunity to take a course during their degree. As part of this process, we can identify courses that can be co-listed at 200- and 300-level as the panel suggests, thus increasing the range of courses available to students. Third, we will articulate of a clear vision and strategic plan for the ARTH programme. These goals are interrelated, and they are already implicit in the 2021 curriculum refresh. Their realisation will lead to greater efficiency in the way we teach, supporting time for research and other activities.

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Appendix: Recommendations

No.	Recommendation	Response
1.	Consolidate a vision for the programme which: a. identifies its point of difference as the Art History programme at Te Herenga Waka and its place in the broader region of Aotearoa and the Pacific; b. builds on the strategic priorities of the University; c. clarifies the graduate attributes for Art History, including curating; d. articulates key career and study pathways for students, leading to likely employment in the arts and culture sector in Aotearoa and overseas; e. identifies priorities in research and makes clear how this research connects to the vision for the programme and the curriculum on offer to students;	We accept all the recommendations in this section. The ARTH programme will develop a strategic vision that addresses points a-e. NOTE: 1. c – to clarify the emphasis on curatorial graduate attributes. Current staff capacity limits the ability for curatorial theory to be an applied pathway, and Museum and Heritage Studies sits outside Art History at THW-VUW. In the Art History programme, curatorial projects are incorporated in courses within tutorials and assessments.
2.	develop two courses: a 100-level course on Māori and Pacific art, and a 200- 300-level course on Aotearoa New Zealand art history within the next three years;	a. Given our staffing levels, this is impractical. We value the dialogue between Aotearoa NZ art histories and international art histories. Our goal is to make 50% of ARTH101 Māori and Pacific art. We will adjust the course description and delivery to make this more visible. b. ARTH206 *Art in Aotearoa New Zealand* to be offered in 2026, and as a special topic at 300 level. To be taught on rotation every 2-3 years, so that every student has the option to study it as part of their major. To note: in line with our pedagogical emphasis on integrating NZ and international material there is a good proportion NZ and Pasifika content in other courses including: ARTH204 *Art, Vision and Encounter* is all focused on the Pacific. ARTH303 *Monuments and Memory* is 50% historical New Zealand content. ARTH305 *Island Identities Oceanic Imaginaries* is all Pacific, and ARTH306 *Indigenous Modernisms* is 50% Māori/ Pacific.
3.	develop skills in curatorial theory and practice as an applied pathway within the programme;	Provisional Acceptance. Current staff capacity limits the ability for curatorial theory to be an applied pathway, and Museum and Heritage Studies sits outside Art History at THW-VUW. In the Art History programme, curatorial projects are incorporated in courses within tutorials and assessments. E.g., ARTH201 *Art and Environment* and ARTH301 *Cultures of Surrealism* have a virtual exhibition project, ARTH303 *Monuments and Memory* includes gallery talks, ARTH407 *Reading Artists Writing* involves higher level writing for galleries and exhibitions. We will consider how all courses can more explicitly incorporate curatorial theory and practice. We will identify ways that students can pursue a curatorial career through further study at post-graduate level.

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No.	Recommendation	Response
4.	revise its postgraduate courses and community practice so that: a. staff specialist areas are taught at Honours level, rather than being core elements of some undergraduate courses; b. postgraduate students are given more opportunities to present research in a range of settings, including the undergraduate programme; c. postgraduate students become more visible to undergraduate students, thereby promoting postgraduate pathways as part of learning and teaching; d. staff consider the potential to teach 401 methodologies as a shared paper across the school with focussed sessions on disciplinary specialties;	Accept. a. We will emphasis Honours as the place where specialist courses are taught where and when we have capacity. We believe in research-led teaching at undergraduate level, but these are not narrowly focused courses—they are designed to complement each other. Undergraduate courses will be taught on rotation, and at 200 and 300 level so that students can experience a fuller range of offerings. b. Dependant on budget resourcing from within the school, postgraduate students are tutoring in undergraduate courses, and delivering guest lectures including in ARTH101 *Art, Creativity and Identity* and ARTH102 *Art, Revolution and Crisis*. Additionally, we invite alumni to return and deliver guest lectures. c. See b. above. Accept. We are enthusiastic about having post-graduate students participate in undergraduate teaching, but this is limited by Faculty and School funding. d. Reject. No appetite for this within the School or the Faculty.
5.	work with CAD to develop and use academic resources to aid programme development and assessment;	Accept. We will liaise with Irina Elgort in CAD.
6.	work with CAD to develop and use mechanisms for a biannual process of self-review and evaluation of the new curriculum and its assessment items;	Accept in principle. We will work with CAD on the redesign of ARTH 101 and other programme revisions in the first-year post review; and we propose a check-in with CAD on the new curriculum midway through the review cycle.
7.	work with Āwhina and the Office of the DVC Māori to continue to develop the programme's responsiveness and effectiveness for Māori, including how to retain Māori students through to 200-, 300- and postgraduate levels;	Accept. We will continue to work with Āwhina, give thought to the opening sequence of lectures and assessments in ARTH101 *Art, Creativity and Identity*, and centre the student's own identity through whare/whakapapa. ARTH will uphold and actively promote Te Tiriti o Waitangi, mātauranga Māori and decolonising literacies through ongoing development of curriculum content and research agendas.
8.	work with the Pasifika Student Support Team and the Office of the AVC Pasifika to continue to develop and evaluate the programme's responsiveness and effectiveness for Pacific students, including how to increase cohort retention at all undergraduate levels;	Accept. We will work closely with the new appointment of the AVC Pasifika, and also with Future Students and the Pasifika Students Support Team to discuss strategies for Pasifika student recruitment and retention. We will also explore ways to pitch ARTH204 *Art, Vision and Encounter* to Māori and Pasifika students.
9.	as the programme's budget allows, prioritise the appointment of a new staff member with a specialty in Māori art history;	Accept in principle, within the very real budgetary constraints, as we do not expect the programme to increase in staffing above 3.0 FTE. A specialist in Māori art history is a priority area of discussion for when we next appoint a staff member.
10.	ensure that all staff take equal responsibility for seeking funding opportunities, community engagement, and interdisciplinary connections;	Accept. We will work with the Engagement team to undertake targeted outreach to high schools.

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No.	Recommendation	Response
		Formalise relationship with Te Papa and Adam Art Gallery for the Gordon H Brown lecture. Extend collaboration with local art institutions.
11.	increase visibility of Aotearoa New Zealand art history within the curriculum especially Māori, and Pacific content.	Accept. We already teach a significant amount of this content, and the key now is to generate visibility of this material.

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Implementation details

Recommendation 1 – Consolidate a vision for the programme

Responsibility: ARTH Programme

Action(s)	Anticipated completion date	Actual completion date
Consolidate a vision for the programme which:		
identifies its point of difference as the Art History programme at Te Herenga Waka and its place in the broader region of Aotearoa and the Pacific;	Draft information Nov 2025; complete Feb 2026.	
builds on the strategic priorities of the University;	Draft information Nov 2025; complete Feb 2026.	
clarifies the graduate attributes for Art History, including curating;	Draft information Nov 2025; complete Feb 2026.	
articulates key career and study pathways for students, leading to likely employment in the arts and culture sector in Aotearoa and overseas;	Draft information Nov 2025; complete Feb 2026.	
identifies priorities in research and makes clear how this research connects to the vision for the programme and the curriculum on offer to students;	Draft information Nov 2025; complete Feb 2026.	

Recommendation 2

Responsibility: ARTH Programme

Action(s)	Anticipated completion date	Actual completion date
develop two courses: a 100-level course on Māori and Pacific art*, and a 200- 300-level course on Aotearoa New Zealand art history within the next three years; *Note: our goal is to integrate this material within ARTH101 rather that develop a new course.	June 2025: Workshop to identify changes to assessments, tutorials, and lecture content in ARTH101 *Art, Creativity and Identity*; Apply for T&L grant: June 2025 Workshop on worksheets, assessments, then lectures: July 2025 Meet with CAD: August 2025 Develop new lecture content: August – Oct 2025 Implemented as new team-taught course T1 2026. July 2026: course design for ARTH206/ ST 3xx	

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	Art in Aotearoa New Zealand; Courses taught in Tri 2 2026, completed Nov 2026	

Recommendation 3

Responsibility: ARTH Programme

Action(s)	Anticipated completion date	Actual completion date
develop skills in curatorial theory and practice as an applied pathway within the programme;	Feb 2026: Curatorial pathway to be articulated for honours.	

Recommendation 4

Responsibility: ARTH Programme

Action(s)	Anticipated completion date	Actual completion date
revise its postgraduate courses and community practice so that:		
staff specialist areas are taught at Honours level, rather than being core elements of some undergraduate courses;	New special topic at Hons T2 2026. May 2026: course design; course delivered T2 2026, completed Oct 2026.	
postgraduate students are given more opportunities to present research in a range of settings, including the undergraduate programme;	Ensure post-graduate participation in August 2025 Post-graduate conference. Postgraduates will present guest lectures in 100 level classes. Implement from July 2025.	
postgraduate students become more visible to undergraduate students, thereby promoting postgraduate pathways as part of learning and teaching;	Ongoing	
staff consider the potential to teach 401 methodologies as a shared paper across the school with focussed sessions on disciplinary specialties;	Not accepted	

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Recommendation 5

Responsibility: ARTH Programme and CAD

Action(s)	Anticipated completion date	Actual completion date
work with CAD to develop and use academic resources to aid programme development and assessment;	Focus will be on 200 level courses. Jan 2026: ARTH204 *Art, Vision and Encounter*, new course development. Jan 2026: ARTH225 (ST) *Fashioning the Artist*, working on new assessment techniques. Jan 2026: ARTH206 *Art in Aotearoa New Zealand* – development of work-integrated learning practices. August 2025: ARTH101 *Art, Creativity and Identity* course restructure, and rethinking role of worksheets.	

Recommendation 6

Responsibility: ARTH Programme and CAD

Action(s)	Anticipated completion date	Actual completion date
work with CAD to develop and use mechanisms for a biannual process of self-review and evaluation of the new curriculum and its assessment items;	Ongoing. Instigate programme hui in February each year that will include self-review and respond to student feedback.	

Recommendation 7

Responsibility: ARTH Programme, Āwhina and the Office of the DVC Māori

Action(s)	Anticipated completion date	Actual completion date
work with Āwhina and the Office of the DVC Māori to continue to develop the programme's responsiveness and effectiveness for Māori, including how to retain Māori students through to 200-, 300- and postgraduate levels;	Ongoing. Meet with Āwhina in February 2026, and instigate yearly check in.	

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Recommendation 8

Responsibility: ARTH Programme, Pasifika Student Support Team, AVC Pasifika

Action(s)	Anticipated completion date	Actual completion date
work with the Pasifika Student Support Team and the Office of the AVC Pasifika to continue to develop and evaluate the programme's responsiveness and effectiveness for Pacific students, including how to increase cohort retention at all undergraduate levels;	Ongoing. Meet with Future Students team in June 2025. Meet with Pasifika Student Support in February 2026, and instigate yearly check in. Introduce a yearly meeting with Pacific Studies to talk about cross-listing and curriculum sharing.	

Recommendation 9

Responsibility: ARTH Programme

Action(s)	Anticipated completion date	Actual completion date
as the programme's budget allows, prioritise the appointment of a new staff member with a specialty in Māori art history;	Ongoing	

Recommendation 10

Responsibility: ARTH Programme

Action(s)	Anticipated completion date	Actual completion date
ensure that all staff take equal responsibility for seeking funding opportunities, community engagement, and interdisciplinary connections;	Ongoing. June 2025: host the first "Art and Ideas" high school visit with workshops in collaboration with the Adam Art Gallery. Annually: Participate in VUW Open Day. Articulate the relationship with EHUM, as part of ARTH hui in February 2026.	

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Recommendation 11

Responsibility: ARTH Programme

Action(s)	Anticipated completion date	Actual completion date
increase visibility of Aotearoa New Zealand art history within the curriculum especially Māori, and Pacific content.	Begin the process of articulating Māori and Pacific content in existing courses July 2025; Revise ARTH101 to increase Māori/Pasifika content for T1 2026. New Course descriptors for ARTH204 *Art, Vision and Encounter* and ARTH206 *Art in Aotearoa New Zealand* ready for Feb 2026.	

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VICTORIA UNIVERSITY OF WELLINGTON

ACADEMIC BOARD

Date   23 September 2025

Proposer   Professor Robyn Longhurst, Deputy Vice-Chancellor
                                     (Academic)

Reference   AB25-88

Title   Reports of the Academic Programmes Committee for 23
                                    September 2025

Author (memorandum)   Carol Morris, Secretary Academic Governance

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It is requested that the Academic Board:

Approve: the two non-CUAP proposals.

Note: the other items discussed and/or approved by the Academic Programmes
                        Committee at its 23 September 2025 meeting.

*Note: Items that are included in this report are available from the Academic Office upon
request.*

MEMORANDUM

To	Academic Board
From	Carol Morris, Secretary Academic Governance
Date	23 September 2025
Subject	Report of the Academic Programmes Committee (APC)

This section of the report covers the 2 September 2025 meeting of the Academic Programmes Committee.

A. **Programme Amendments for Academic Board approval (non-CUAP)**

The proposals below were endorsed by the Academic Programmes Committee for submission to the Academic Board for approval.

Faculty	Faculty Reference Number	Proposal Title	APC Reference
FHSS	VUW/25 - BA/12	Amend the requirements for the Environmental Humanities He Aronui Aotūroa (EHUM) major in the BA and BEnvSoc	APC25-69
FHSS	VUW/25 - MFA(CP)/1	Amend the regulations for the Master of Fine Arts (Creative Practice) (MFA(CP)) and introduce a new course, ARTS 403	APC25-70

B. **Course Amendments**

The following Course Amendments were approved by the Academic Programmes Committee.

Faculty	Faculty Reference Number	Proposal Title	APC Reference
FOSE	BSc/2	Add new co-taught courses STAT 395 & STAT 455	APC25-71
FOSE	VUW/25 BSc/7, BEHons/1	Amend AIML 131 Requisites	APC25-72

Faculty	Faculty Reference Number	Proposal Title	APC Reference
FOSE	BSCHons/2, BEHons/2, MSc/3	Amend SWEN 432 Requisites	APC25-73
FOSE	VUW/25 - BSCHons/5, BEHons/3, MSc/4	Amend SWEN 435 Requisites	APC25-74
FOSE	VUW/25 - BScHons/4, BEHons/5, MRe/2	Amend RESE 412 Requisites	APC25-75
FADI	SARC 383	Make Special Topic SARC 383 permanent as SARC 304	APC25-76
FADI	SARC 483	Make Special Topic SARC 483 permanent as SARC 404	APC25-77
FEHPS	VUW/25 - BA/11	Make Special Topics EDUC 191, 192 permanent courses	APC25-78

C.   **Other matters (for noting)**

The following Special Topics were noted by the Academic Programmes Committee.

Faculty	Faculty Reference Number	Proposal Title	APC Reference
ARCH	SARC 386	Special Topic: Urban mobility for health and liveable cities / Kaupapa Rangahau - SARC 386	APC25-80
ARCH	SARC 486	Special Topic: Urban mobility for health and liveable cities / Kaupapa Rangahau - SARC 486	APC25-81
FOSE	ESCI 408	Special Topic: Volcanic Field Geology	APC25-82

Programme amendment cover sheet

Proposal name	Amend the requirements for the Environmental Humanities / He Aronui Aotūroa (EHUM) major
Proposer	Su Ballard
Faculty	Humanities and Social Sciences
Summary	Amend the requirements for the Environmental Humanities / He Aronui Aotūroa (EHUM) major in the BA and BEnvSoc
Year	2025
Reference	BA/12

CONSULTATION	Person consulted	Summary and reference
Academic Office	Linda Roberts	No issues identified
Associate Dean	Xavier Marquez	Feedback incorporated
CAD	Irina Elgort	Proposal supported
Careers & Employment (Work-Integrated Learning)	Alice Hodder	No issues identified
Course Admin.	Teresa Schischka	No issues identified
Faculty Admin.	Noeleen Williamson	Proposal supported
Library	N/A as no new courses	
PAMI	Chris Clowes	No issues identified
Toihuarewa	Meegan Hall	Feedback sought
School Admin.	Vanessa Venter	No issues identified
Student Finance	Paige Jarman	No issues identified
AD (Academic) FOSE	Paul Teesdale-Spittle	No issues identified
Students	VUWSA/PGSA	Proposal supported

APPROVAL	Authority	Date	Recorded by
Head of School	Sarah Ross	14/7/2025	Catherine Townsend
Fac. Acad. Cttee.	Xavier Marquez	17/7/2025	Catherine Townsend
Faculty Board	Averil Coxhead	31/7/2025	Catherine Townsend
Acad. Prog. Committee	Robyn Longhurst	02/09/2025	Heather Day
Academic Board			

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Programme amendment

Proposal name	Amend the requirements for the Environmental Humanities / He Aronui Aotūroa major in the BA and BEnvSoc
Faculty	Humanities and Social Sciences
CUAP Category	Not CUAP
Year effective from	2026

A1   Purpose

To add three courses to the Environmental Humanities / He Aronui Aotūroa major in the BA and BEnvSoc.

A2   Justification

The introduction of a new course, ENGL 240 *Dark Unknowing in Māori Literature* is currently moving through the academic approval system. This proposal seeks to add both ENGL 240 and the existing LCCM 373 *Te Mata o te Pene: Māori Site Writing* as options in the Environmental Humanities / He Aronui Aotūroa major in the Bachelor of Arts and the Bachelor of Environment and Society. The content, methodologies, and CLOs for both courses are well-aligned with the objectives and graduate profile of the EHUM major, and their addition would mean that students could access courses focused on Māori literature and writing in English at both 200 and 300 level.

The EHUM major is envisioned as Tīriti-led. That is, all students enrolled in the major also complete MAOR 126 or PASI 101, and the course content in EHUM 101, EHUM 201, and EHUM 301 highlights what it means to study the environment in Aotearoa, using place-based methodologies, and foregrounding Mātauranga Māori where ever possible. The addition of these two courses to the major will further embed te ao Māori literacies within the programme as a whole.

CLAS 306 *Animals and Monsters in Ancient Greece and Rome* is the co-taught partner to CLAS 206 which is already included in the major. Made permanent after the EHUM major was approved, it can now be added to the 300-level options.

A3   Proposed amendments

Amend the entry for Environmental Humanities / He Aronui Aotūroa (EHUM) in the Bachelor of Arts (page 327 of the 2025 VUW Calendar) and the Bachelor of Environment and Society (page 477 of the 2025 VUW Calendar):

Environmental Humanities / He Aronui Aotūroa (EHUM)

(a) EHUM 101; one of (MAOR 126, PASI 101)
(b) EHUM 201; one of (ANTH 210, ARTH 201, CLAS 206, ENGL 227, 240, HIST 219, LCCM 273, MDIA 204, PASI 201, PHIL 264, RELI 230)
(c) EHUM 301; one of (ANTH 301, ARTH 305, CLAS 306, CRIM 304, INTP 302, LCCM 373, MDIA 315, MUSC 351, PASI 301)
(d) 20 further points from (b) or (c)

A4   Implications and resources

Academic staff

N/A- these courses are taught as part of existing staff workloads.

Library

N/A- none of the three are new courses. ENGL 240 was taught for the first time in 2025 (as a special topic, ENGL 248). CLAS 306 is taught alongside CLAS 206 which is already within the major.

Teaching facilities and support

N/A- none are new courses.

Anticipated enrolments

If anything there may be a slight increase in enrolment in the courses as they will be available to students in the BEnvSoc.

Administrative implications

N/A

Programme or course limitations / selection criteria

N/A

Fee implications

N/A

Website and publication amendments

All web and publications content will be updated.

Transitional arrangements and other consequential changes

Student Success advisers will work with students to make sure that they are aware of the new options.

Internships, field trips and other external arrangements

N/A

A5   Te Tiriti o Waitangi

The introduction of the Environmental Humanities major (within the BA and new BEnvSoc) included the recognition that environmental issues in Aotearoa New Zealand are fundamentally entangled with colonisation, as well as the commitment to preparing students to understand and actively reflect on this context through engagement with te ao Māori and Te Tiriti o Waitangi. Each new major in the BEnvSoc, including Environmental Humanities, included the expectation to respect and include te ao Māori and build an understanding of the importance of Te Tiriti o Waitangi in the context of their discipline.

The introduction of these two courses to the English Literatures and Creative Communication Programme in the last year followed the appointment of an expert in Māori literature and writing (Dr Tru Paraha, appointed June 2024), and was a manifestation of the programme's efforts to reimagine their curriculum with Māori students as well as Māori content and critical perspectives in

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mind. These are the first two courses the ELCC Programme has been able to offer with a sole focus on Māori content, and they uphold the programme's commitments to Te Tiriti and the University's Māori Strategic Outcomes Framework.

Currently, the EHUM major's commitment to ensuring students engage with te ao Māori as a foundation of the discipline is reflected in the requirement that students take MAOR 126 or PASI 101 as part of their 100-level requirements; additionally, the major's core courses (EHUM 101, 201, 301) also all include Māori content and perspectives. The inclusion of ENGL 240 and LCCM 373 in the EHUM major expands the opportunities for students to engage with te ao Māori in this course of study.

CLAS 306 *Animals and Monsters in Ancient Greece and Rome* offers students the opportunity to understand the more-than-human worlds of Ancient Greece and Rome by looking at the ways in which animals are represented and used in ancient Greek literature, myth, art, religion and everyday life. The course allows students to undertake inter-cultural comparisons, to promote te mana ōrite mō te mātauranga Māori (equal status for Māori knowledge) in the Classical Studies classroom.

A6   Consultation

Refer to cover sheet for consultation details.

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Programme amendment cover sheet

Proposal name	Amend the regulations for the Master of Fine Arts (Creative Practice) (MFA(CP)) and introduce a new course, ARTS 403		
Proposer	Alfio Leotta		
Faculty	Humanities and Social Sciences		
Summary	Amend the regulations for the Master of Fine Arts (Creative Practice) (MFA(CP)) and introduce a new course, ARTS 403		
Year	2025		
Reference	MFA(CP)/1		
CONSULTATION	**Person consulted**	**Summary and reference**	
Academic Office	Linda Roberts	No issues identified	
Associate Dean	Xavier Marquez	Feedback incorporated	
CAD	Irina Elgort	Feedback incorporated	
Careers & Employment (Work-Integrated Learning)	Robyn Cockburn	Feedback incorporated	
Faculty Admin.	Noeleen Williamson	Feedback incorporated	
Library	Tom Danby	Feedback incorporated	
PAMI	Chris Clowes	Advice provided	
Toihuarewa	Meegan Hall	Advice provided	
School Admin.	Vanessa Venter	Feedback incorporated	
Students	Via FAC	Feedback incorporated	
APPROVAL	**Authority**	**Date**	**Recorded by**
Head of School	Sarah Ross (SEFTMS)	10/6/2025	Catherine Townsend
Fac. Acad. Cttee.	Xavier Marquez	17/7/2025	Catherine Townsend
Faculty Board	Averil Coxhead	31/7/2025	Catherine Townsend
Acad. Prog. Committee	Robyn Longhurst	02/09/2025	Heather Day
Academic Board			

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Programme amendment

Proposal name	Amend the regulations for the Master of Fine Arts (Creative Practice) (MFA(CP)) and introduce a new course, ARTS 403
Faculty	Humanities and Social Sciences
CUAP Category	Not CUAP
Year effective from	2026

A1   Purpose

1. To introduce a new course to the Master of Fine Arts (Creative Practice)
2. To amend the general requirements for the degree
3. To delete ARTS 401 and 402

A2   Justification

This proposal seeks to introduce a new course to the MFA(CP), ARTS 403, an amalgamation of the two existing core courses, ARTS 403 will replace ARTS 401 and 402. The existing courses have consistently not worked as well as hoped for setting up the MFA students for their 590 projects. There was too much assessment, and students struggled to find moments to collaborate deeply with other disciplines. Although there was generally positive feedback for ARTS 402 in regard to relevance to future projects and career trajectory, it has been a long-term struggle to figure out the best way of aligning the learning outcomes of ARTS 401 with the needs of the individual disciplines. This proposal has been developed in consultation with students and staff, and an amalgamation of the two courses has been mooted for several years. It sees the core values and learning outcomes from both ARTS 401 and 402 merged into a more pedagogically sound and collaborative method.

A3   Proposed amendments

Amend the general requirements to the Master of Fine Arts (Creative Practice) on page 381 of the 2025 VUW Calendar:

General requirements

3. (a) Except as provided in (c) and in section 7, the course of study for the MFA(CP) degree

shall consist of courses worth at least 180 points from the schedules to the MFA(CP),

MDI, MDT, MUXD, BMus(Hons), and BA(Hons) regulations, including:

Part 1: ARTS 403 ~~401, 402, and~~ 30 further approved 400-level points

Part 2: ARTS 490, 30 further approved 400-level points

Part 3: One of the following: DSDN 590, FILM 590, NZSM 590, THEA 590.

(b) Part 1 should normally be completed before a candidate proceeds to Part 2. Part 2 should

normally be completed before a candidate proceeds to Part 3.

Amend the Schedule to the Master of Fine Arts (Creative Practice) on page 382 of the 2025 VUW Calendar:

Course	Title	Pts	P/X
~~ARTS 401~~	~~Creativity~~	~~15~~	
~~ARTS 402~~	~~Arts Management for Artists~~	~~15~~	
ARTS 403	Collaborative and Creative Project Management	30	X ARTS 401, 402

A4   Implications and resources

Academic staff

Existing staff will teach the course; no additional resources are required.

Library

Feedback sought

Teaching facilities and support

The course requires normal tutorial support. It will also require some resources to bring in some guest speakers from the industry.

Anticipated enrolments

The existing ARTS 401 and ARTS 402 courses being replaced by ARTS 403 currently enrol 40-45 students. This will not change.

Administrative implications

Feedback sought

Programme or course limitations / selection criteria

The current selection process for the MFA will not change with the introduction of ARTS403. This is a limited entry course.

Fee implications

Feedback sought

Website and publication amendments

All publications and systems (including web and enrolment, Banner/Student Records, MyDegree) will need to be updated to reflect the new course, as per the course amendment form.

Transitional arrangements and other consequential changes

It is not anticipated that there will be any students requiring transitional arrangements given that the MFA is a full time, cohort-based programme.

Internships, field trips and other external arrangements

N/A

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A5   Te Tiriti o Waitangi

The MFA has been designed to uphold the principles and intrinsic values of Te Tiriti o Waitangi. In recognition of Māori as the tangata whenua of Aotearoa/New Zealand, the MFA values research and practices which actively build partnerships, mutual respect and good faith with Māori as researchers, participants and stakeholders.

With respect to the undertaking of any Indigenous research, the MFA promotes:

- Consultation/collaboration with Māori knowledge holders, practitioners, iwi, and Indigenous creatives.
- Respect for the mana of any participants involved in research/practice
- Protection of ideas and properties that are derived from te ao Māori. This includes a commitment to teaching Mātauranga Māori and incorporating Māori content into teaching practices, protection of Māori knowledge and ensuring intellectual property is maintained through internal and external consultation.
- The advocacy of tikanga/kawa Māori in practical and learning environments. This will be ensured by the Coordinators of the MFA upholding a position that recognises that Māori have the right to tino rangatiratanga. This includes valuing work which promotes the generation and dissemination of mātauranga Māori and ensuring that Māori staff, students and researchers are not merely being spoken for or about, but have the opportunity to speak as tangata whenua.

The MFA coordinators will strive to encourage Manaakitanga as a core value in all classes to ensure the wellbeing of all students.

The MFA coordinators will acknowledge the mana whenua of the greater region of Te Whanganui a Tara as Ngāti Kahungunu ki Wairarapa, Taranaki Whānui ki te Ūpoko o te Ika, Ngāti Toa Rangatira, Te Ātiawa ki Whakarongotai, Ngāti Raukawa ki te Tonga and Rangitāne o Wairarapa and give Māori students and staff the agency to express themselves (as Māori) in the teaching and learning environment.

A6   Consultation

Refer to cover sheet for consultation details.

Course Description: ARTS 403 (2026,T1)

Course title	**Collaborative and Creative Project Management**		
Short title	**Creative Project Management**	**Point value**	30
Course coordinator	[Course Coordinator]	**NZQF level**	8
Qualification schedule:	MFA(CP)		
Prerequisites, corequisites, restrictions	(X) ARTS 401, 402		
Prescription	This course teaches students the practical knowledge and skills necessary to conceptualise, manage and market a creative project and to effectively begin a career as a self-employed/small team artist. It develops insights into the nature of collaborative creativity, factors and conditions that stimulate imaginative behaviours and high levels of innovation. The course is designed to cultivate skills in creative thinking and problem solving, and to enhance the application of creativity through collaborative and practical processes.		

Student workload hours	300	**Contact Hours**	
Teaching/learning summary		**Lectures**	24
There will be one 2-hour lecture a week and one 2-hour workshop. Students will learn strategies to collaborate effectively, manage and market themselves and a creative project. Students will form groups made up of members from all 4 disciplines and work collectively on a creative project while demonstrating a series of effective management and marketing tools.		**Tutorials**	
		Seminars	
		Labs/Studios	24
		TOTAL	48

Course learning objectives (CLOs)	Students who pass this course should be able to:
1	Manage a collaborative creative project by using best practices in arts management.
2	Develop a marketing and promotion strategy for a creative project.
3	Analyse collaborative structures and dynamics within existing creative organisations.
4	Employ creative ideation and problem-solving strategies to generate innovative ideas and address challenges encountered during the creative process.
5	Reflect critically on personal and group creative processes, evaluating both the outcomes and the learning derived from the experience.
6	Collaborate effectively in a creative team context.

Assessment items and workload per item		%	CLOs
1	**Case Study of a Creative Collaboration.** A critical profile/case study of a creative company or organisation within the assigned disciplinary field. (2,000 words).	25%	3

2	**Professional Profile and Artist Statement.** A statement of individual positionality, skills and creative interests, including CV, biography and an artistic statement/philosophy. (1,500 words).	15%	1,2
3	**Collaborative Practice Project.** A collaborative performance/ installation project. Groups will present their project plan in week 5 this will include a Budget, Timeline, Funding Application and Marketing Plan. Group Mark (15%) Individual Contribution (20%) (Presentation 5-10 minutes. Performance 15 mins)	35%	1,2,4,6
4	**Reflection/Retrospective Review.** Written as three journal entries throughout the term, students will respond to prompts around creative collaboration and demonstrate the various stages of the collaborative process. The final entry will include peer-to-peer feedback and analysis/reflection on self, others, and the project. The reflections will provide a clear understanding of what occurred, some thinking about what contributed to this and what students could have done or could do in future to mitigate or strengthen this. (Journal entry 1 & 2, 500 words each; Final entry 1000 words)	25%	5
Mandatory course requirements	In addition to achieving an overall pass mark of 50%, students must:		
attend 80% of workshops. Because creative collaboration is at the core of this class, participation is essential for the collective experience of all students, as well as being necessary to complete the requirements for assessment #3 and CLO #6.			